

SIERRA EDUCATIONAL NEWS

Vol. XII

JANUARY, 1916

No. 1

The Official Organ of the California Teachers' Association

Published Monthly Except July and August, by the California
Council of Education

Editorial and Business Offices, Monadnock Building, San Francisco. Phone Sutter 380
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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under
Act of Congress, March 3, 1879

Subscription, \$1.50 per Year

15 Cents a Copy

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Editorial

ARTHUR HENRY CHAMBERLAIN

For seven years, the Sierra Educational News has been published as the official journal of the teachers of California. It has been of uniform size since its inception. The growth of the organization, the demand for space and the desire on the part of advertisers has led to discussion during the past two or three years as to the necessity for enlargement of the magazine. The delay in this issue is caused in part by the fact that it was desired to feature the Fresno meeting and in part by the fact that beginning with the January number, the News will be standard magazine size.

New Dress for Vol. 12.

The members of the California Council of Education, the Board of Directors and a special committee have canvassed this matter thoroughly and believe that the teachers generally will approve the same. Already we have heard many favorable comments from school people and advertisers. The tremendous pressure for space will now be somewhat relieved. The page being considerably wider, the reading matter is handled in two columns instead of a single column, thus making it much easier for the eye to follow. The style of type has also been changed, adding to the appearance and readableness of the page.

It was determined, some weeks ago, to make this present issue of the News a high school number, featuring the work of the Fresno convention. Through the courtesy of the speakers and of the secretary, Principal T. L. Brecheen of Calistoga, a number of the papers and discussions have come to our hands. Others have been promised later. It is impossible, of course, to use even a major portion of the excellent material. Extracts have been made from such papers as have reached us and it is hoped that digests of other papers may be published later.

High School Number

The convention was unanimous in its desire that the papers relating to high school textbooks be published in full in this number and that the admirable address of Commissioner Wood appear. Such portions of these papers have been published as space would permit. These addresses struck a responsive chord.

There is everything in a right start. The first convention of high school principals, held recently at Fresno, was a most striking success. Practically every high school principal in the state of California was present and there were, in addition, a number of high school teachers, county superintendents, representatives of publishing and school equipment houses, and others interested in education. From the time when the convention was called to order by the chairman, Will C. Wood, Commissioner of Secondary Schools, to the last hour of the third day, there was not an idle moment. It was indeed "a working convention."

High School Principals' Convention

The program provided for discussion of some of the most vital questions before the high school. The keynote of the convention was struck by Commissioner Wood and the speakers who followed kept to the high water mark. Student cooperation in the government of high school, supervised study, high school finances, socializing the high school, fraternities and sororities, the inclusive high school, high school textbooks—these were some of the important topics that came in for consideration. Contrary to a condition that frequently exists, every speaker upon the program appeared as scheduled. It was evident too that, having accepted appointment, each speaker had made preparation. More than this, those who were not listed upon the formal programs, were ready with apt discussion, with suggestions and criticism.

In most county institutes and conventions, the problems of the elementary school have been given chief attention. This is but natural, as the great body of teachers in a county are engaged in either rural or grade school work. The high school principals should of course be interested in the work of the lower schools, but the high school convention will enable principals to come together for discussions of their own particular problems.

It became apparent before the session was very old, that time was too short for a full consideration of many of the important topics presented. In this regard, the convention resembled all other educational meetings, whether county institutes or national organizations. One or two big problems at a given session, and these thrashed out thoroughly, with opportunity for general discussion and a summary of conclusions, is what is needed. While for the most part, the high school principals "stuck to their knitting," there was a tendency on the part of some to drift away from the regular issue. When an assignment has been made of a particular paper or address, it is this particular paper or address which should be discussed. The tendency, however, is for the individual to present a new paper or to go afield and discuss problems, interesting enough in themselves and important too, but with no relation to the specific problem in hand.

Another matter which must be given consideration is that of the time limit. A speaker does himself injustice, and particularly does he do injustice to his listeners, however important may be his subject, when he expands his thirty minutes assignment into fifty, thereby throwing the last paper of the day over into the next session. These evils were much less noticeable at this convention than in many instances and it is hoped that next year's program will set a standard in these directions.

Interesting and instructive in the highest degree were the papers and discussions, which, in many instances, took the form of personal experience meetings. Indeed, one great value from this convention was its personal element. Each principal had an opportunity to learn at first hand how a given problem was handled in a school at the other end of the state, or beyond the mountains. While these recitals of individual experiences were of the utmost value, it was remarked constantly that the terms "my school" and "my teachers" were too much in the foreground. The democratic spirit of the meeting and the conscientious attempt

on the part of its members to bring about a proper socializing of the high school, demand that we think in terms of "our school" and "our teachers," rather than "my school" and "my teachers."

In some of the cities of the state, the fraternity and sorority problem has again come to the front in an aggravated fashion, and the discussions of high school fraternities and sororities at the meeting were most illuminating. In one of our cities recently, a board member pointed out that high school students were aping, in too many regards, their college fellows, and this board member made a timely suggestion that we cease to call high school boys "men," and that the term "Mr." be not applied to boys of high school age. One of the speakers at the convention brought out the fact that adults may, in their secret organizations, or in public and private life, do many things with impunity, that, if performed by high school boys, would prove decidedly detrimental.

All of this is but another illustration of the fact that these same high school principals can do much toward eliminating evils in the high school and in bringing about a proper socialized institution, if they will treat adolescents as adolescents and refrain from using a college terminology when referring to high school students or to the various years of school. The terms "freshman," "sophomore," "junior," and "senior," should not be applied to the high school. The first, second, third, and fourth, or ninth, tenth, eleventh, and twelfth, are much to be preferred.

The high school people of the state have no fight against the principle of free textbooks. The American mind is prone to grasp at anything that is free. In the last analysis, the people pay for the books, whether they buy them direct, or they are furnished by the state. It was shown clearly, however, that there are various ways of securing free textbooks, other than through state publication. The school or the district may furnish books. So far as state publication is concerned, experience has shown that, in the last analysis, this method is no more economical than the purchase of books in the open market, when all elements are considered. The quality of state published books is not usually so good and pupils are likely to be handicapped by not receiving the books when they need them. States that have tried this plan have not found it successful and others states have used California's example of what ought not to be done.

Of one thing the convention was sure. Uniformity in high school text would prove absolutely detrimental to the best interests of the future citizenship of this state. Unification in many things is desirable. Uniformity is deadening. Pupils differ in their capacity and adaptability. Schools differ in the length of their terms. Teachers differ in training and temperament. Localities differ widely in their environment and needs. Schools differ as regards the courses offered. The tremendous progress made by the high schools of California has been in no small degree due to the fact that teachers and schools have been allowed freedom in the choice of textbooks. Indeed, wherever uniformity has been imposed upon the school in the matter of textbooks, the flexibility of the law providing for supplementary books has been the saving grace of the system. Uniformity, let us hope, will not be imposed upon us.

A careful study of the men and women in attendance at this convention reveals the fact that there is perhaps no state in the union where could be gathered together, as representative, as well prepared, and as forward-looking a body of high school principals. The younger men were eager to sit at the feet of those of greater experience and those who had been for a considerable number of years in harness had no hesitancy in learning from those who more recently had been in touch with university life or conditions in other states. The high school principals of this state are, as a whole, of an exceedingly high professional and academic standing. They are clean-cut, aggressive, and many of them possess marked business ability and could assume their places as successful heads of any business or professional institution. Indeed, the importance of the present day high school and the tremendous developments, which mark the progress of the high schools of the state, demand in principals and faculty members a quality of leadership second to that demanded in no other branch of our social, economic or industrial life.

The legislature did well in providing for an annual meeting of our high school principals; our Commissioner of Secondary Schools has shown himself competent to handle the many and perplexing problems confronting him; the organization is to be congratulated. The coming together of the entire body of school principals in an annual meeting, and at various localities in the state, will do much toward unifying our school system. Everything considered, this convention is decidedly a money-making institution for the tax payers of the state and will prove an uplift for teachers, pupils and the public generally.

There are five main Transcontinental Highways between the Atlantic and Pacific Coasts that are commonly accepted as established motor touring routes.

The Midland Trail

One that has been undergoing development for more than four years and that has gained national recognition, is the Midland Trail, with which has recently been incorporated an additional route logically of very great advantage, of special interest to San Francisco and Central California and that will unquestionably prove a favorite with the motor tourists of the world.

This desirable augmentation was effected through the liberal and energetic efforts of Hon. Stephen T. Mather, Assistant to the Secretary of the Interior, who rendered possible the restoration and opening by the Federal Government of the old Tioga Pass Road for 52 miles through the Yosemite Park.

The National Highways Association, an organization of powerful influence, with a continent-wide membership of many thousands, embracing in its extensive directorate such well known good road advocates of international fame as General Coleman Du Pont, Chairman Board of National Councilors; Charles Henry Davis, President, and A. L. Westgard, Vice President and Director of Transcontinental Highways, has just issued a map of the Midland Trail, forty inches in horizontal length by ten inches in height, printed in three colors, and the finest

work of the character we have seen. Cooperating with the National Association were the widely known Midland Trail Association, Automobile Club of Southern California, Colorado Good Roads Association and the Inyo Good Road Club of Central California.

To the latter we are indebted for a limited number of the maps which we are distributing so far as practicable to the principals of the larger schools.

Any school failing to receive a copy should notify us, and we will endeavor to supply the deficiency so far as the edition furnished us permits.

At the moment of going to press, Honorable P. P. Claxton, U. S. Commissioner of Education, announces the personnel of the committee which will serve with him upon the school survey of San Francisco, the work to begin about February 1. This committee has been approved by the

San Francisco School Survey San Francisco Board of Education.

From the Bureau of Education, the members will be: Dr. Wm. T. Bawden, Specialist in Industrial Education; Henrietta W. Calvin, Specialist in Domestic Science; Arthur W. Dunn, Special Agent in Civic Education; J. W. Wheaton, Specialist in Education of Immigrants; Dr. J. L. Randall, Specialist in School and Home Gardening; Dr. F. B. Dresslar, well known in California, and Specialist in School Architecture and Sanitation.

From outside the Bureau, the members are: J. Stanley Brown, Principal Township High School, Joliet, Ill., John W. Withers, President Harris Teachers' College, St. Louis; Dr. Chas. A. McMurtry, Professor of Elementary Education, Peabody College for Teachers, Nashville; Henry Turner Bailey, Editor School Arts Magazine, Boston, Mass.; William M. Davidson, Superintendent Schools, Pittsburg. There will be an additional man appointed to assist Superintendent Davidson in the study of administration and finance.

Dr. Claxton could hardly have made a better choice of men and women, either within the Bureau or outside of it. All of the specialists who are associated with him in the Bureau proper are known to be thoroughly at home with the various phases of work with which they are individually connected. Those from without the Bureau, have, as well, the confidence of educational people everywhere. In high school problems, Mr. Brown is a well known authority. Mr. Withers has done remarkable work at St. Louis, and Dr. McMurtry is known throughout the length and breadth of the country. Henry Turner Bailey fairly captured the teachers in both Southern California and at the Bay on his recent visit here. He is as well qualified as is any man on either side of the ocean, for the work he is undertaking to do. At Omaha, Washington, D. C. and now at Pittsburg, Superintendent Davidson has demonstrated that he knows how to develop a system of schools.

These committee members working under direction of Dr. Claxton, will be able to do a piece of work for the Pacific Coast and for the Nation, that will be decidedly worth while.

THE RURAL HIGH SCHOOL: ITS MISSION AND EFFICIENCY*

ALEXIS F. LANGE
University of California

Thus far we have considered the mission of the rural high school with reference to its narrower or inner activities and purposes. There can be no question, however, that the rural high school is challenged by conditions to assist more directly in the reconstruction and advancement of rural life and culture. It is called upon to make itself a social or neighborhood center. It is called upon to serve, on however a modest scale, as a laboratory and experiment station. It is called upon to furnish farm advisers and leaders in economic and social progress. It has a part to act in stimulating the communal play life and in raising the standard of uses to which leisure is put; in keeping to the fore the nobler motives of community cooperation and in doing what may be done to make school-houses and other public buildings, and farm houses and their immediate surroundings, things of beauty and local pride. Here and there it will need to provide continuation school courses. In fact, there are very good reasons why the rural high school, and most certainly the rural Junior College, should take over, as far as its constituency is concerned, a large part of the work the University Extension Department is doing, and do it more effectively. The principle must be accepted as sound, I think, that the function of the university in the way of furnishing information, of giving lecture courses now and then, here and there, and of imparting instruction by correspondence should be supplementary chiefly and helpfully directive. To the extent that the rural high school prac-

tices high school extension, to that extent will it really deserve being called by the old and very much abused name, "the people's college."

In accord with modern insight, the rural high school, as has been implied right along in the discussion of its mission, must always be thought of as a social organ, an organ primarily of particular rural groups, but as such also as an organ of the state, the nation, and even of organized human society at large. Now, what can we do to make this organ, as we know it, fulfill the reason of its existence and function more and more efficiently in harmony with its nearest and final purpose?

All the answers already suggested incidentally presuppose a more basal one. We must know the communities supporting rural high schools far more accurately and intimately than we do. And in order to know we need to make such rural group an object of well-directed study. Thus far there is not in print a single monograph on the material and human resources of any California high school constituency, whether urban or rural. Nor do we have a series of histories, one for each county or groups of counties, tracing the evolution of educational endeavor within the whole process of change. We lack also as yet local studies of the problem how to make the local high school present, in idealized miniature, the best of California community life. We are, furthermore, without accounts of such serious attempts as may have been made, or are under way, to adapt the traditional high school subjects

and current text books to high school pupils as partial products of their environment. But should not this situation, once realized, provoke the initiative of every high school man and woman that is not more dead than alive? Does it not seem possible for us all to syndicate our efforts and to undertake a state-wide investigation of the educational conditions and problems in California? I am convinced that a plan of this sort would be practicable. The academic and professional training of California high school teachers being what it is, there are few now in the service or about to enter it who are incapable of taking hold of one or the other kind of field-work such as I have indicated. There are none who would not be recharging, to the limit, their batteries of instruction by thoroughly familiarizing themselves with local conditions and needs at points of greatest interest to them.

To use an apparently extreme illustration, the Latin teacher who understands pioneering days and their significance, local and national, may be expected to illuminate Cæsar. If he knows well community affairs and local politics, he will let his light shine in Cicero. If the higher life of the community, intellectual, moral, religious, æsthetic, has received his intelligent attention, the Aeneid will reveal and suggest many a vital application to personal and national culture.

Now, in order to launch and promote such cooperative study, the Department of Education at the State University, perhaps under the direction of the Commissioner of Secondary Education, should work out general schemes of investigation, should issue classified lists of topics for local research, might become a collecting agency of the results obtained, and might see to it, through the

publication of bulletins and monographs, prepared by high school men and women, that the contributions made were rendered accessible to the whole teaching force and the public at large.

A good beginning has been made. During the past year, for example, several high school teachers have produced valuable masters' theses, dealing at first hand with rural conditions and the rural high school. But if everywhere in the state high school teachers were to become self-active in the directions suggested, think of the definite and accurate data that would be secured within a few years. Think of the new activity and interest imparted to the programs of county institutes, California Teachers' Association meetings, and of this High School Association, if every high school teacher were at work somewhere and somehow on a definite problem connected with rural life and rural education, and if the speakers and leaders of discussions were all on the way to becoming real authorities through prolonged, systematic study of their chosen themes. Then again and above all, think of the return to the individual high school teacher in the shape of a widening outlook, of quickened sympathies, of increasing power and sense of power, of steady advance on the road to real leadership. Such work could not fail to bring home, in a convincing way, the truth that the teaching profession is the most richly human of all professions.

Here, then, is a great work to be done by rural high school teachers for rural education and for themselves. But what of the institutions that train teachers? How should they function as to rural conditions and the country life movement? The answer, whatever it is, will apply equally, of course, to normal schools, and university departments of

education. But confining our attention to the university and the preparation of high school teachers, I think we can hardly escape the conviction that the rural high school must come to occupy a central position, must be regarded as the typical, if not standard, high school. In the first place, a very large proportion, if not the majority, of the annual output of high school teachers must expect to spend the first years of service in the rural communities of the state. Too many of them, unfortunately, look upon these first posts as unavoidable way stations on the road to city school positions.

Now, while this state of affairs gives to the rural high schools the advantages of a high grade of the most modern intellectual training and of youthful enthusiasm, unquenched as yet by routine, the rural high school inevitably suffers if the teachers gain their experience at its expense and leave for the large city if and when they can. Accordingly, it becomes the duty of a university department or school of education to emphasize the knowledge necessary for a firm grasp on the meaning and mission of the rural high school and all that is implied. If at all possible, the rural high school should come to seem attractive and worth while as an object of ambition and social service, entirely apart from whether or not it may also serve as the first rung of the professional ladder.

In the second place, how can rural high school teachers be expected to interpret rural life for their pupils and utilize it in their instruction; how can they assist from the start in making the life and spirit of the school a vital adaptation to the environment; how can they contribute, or know that they should do so, to the wider usefulness of the school as a social and extension center, unless their

professional preparation has given them at least the available knowledge and aims and inspiration?

In the third place, what was said a while ago about the rural high school pupil applies more or less to the rural high school teacher. Compared with the baffling complexities of the city, the rural community represents the world simplified. The fundamentals of the material, social, and spiritual life are all there. In consequence, the most difficult task for the modern man or woman, that of winning to a mountain top from which contemporaneous life and culture can be viewed truly and sanely, and with faith, hope and charity, can be achieved more easily there. The teacher who begins his career in a city-school system follows really an unscientific mode of procedure. As far as his own further education is concerned, he is acting contrary to the principle—from the simple to the complex. Hence, other things being equal, that city acts wisely which recruits its teachers from among those who have served successfully in the country. Conversely, of course, that rural high school is fortunate which can gain for its faculty, and retain for the same, teachers who know both country and city at first hand. Such considerations, then, lead to the conclusion that all high school teachers should be prepared for teaching in rural high schools. The rural high school is not an appendix but the most vital organ of the whole school organism.

Painfully conscious of the "darkness visible" of my ignorance, I refrain from trying to show by recipes ready for use how the rural high school teachers who have prepared themselves for leadership must embody the communal life in the rural high school, and, in turn, project the activities of the school into the commu-

nity, so as to improve the present and insure advance for the future. In view of the fact, moreover, that many accounts of workable ways and means are available for everybody, and the further fact that the efficiency of the rural high school is not promoted by rule-o'-thumb methods anyway, but by locally original applications of guiding principles, a statement of the problem to be solved and of the conditions of efficiency to be fulfilled seemed on the whole less stale and more profitable.

To continue, then, in the same direction for a short distance further, the call to leadership on the part of the rural high school implies also grappling with the rural educational situation as a whole. The rural high school and the rural elementary school are indissolubly connected. The efficiency, or lack of it, of either inevitably reacts upon the other. And so there looms up at once the big question of organizing and administering the whole rural school system in a more adequate way. Should not the county be made the unit of organization? Must not county boards of education be reconstituted? Are not rural high school teachers vitally concerned in the standard and management of county examinations for the elementary certificate? Must they not join forces with those who are striving to get superintendents and supervisors whose qualifications for educational leadership cannot be questioned? Is not the consolidation of elementary schools one of the most potent means for increasing the efficiency of the rural high schools? If the educational considerations that are bringing forth the intermediate or junior high school are valid for the city, must they not be applied to education in the country just as fast as the energetic initiative

and practical wisdom of school men and women can apply and institutionalize them? By what system of local and state housekeeping can the cost of progress in efficiency be met best and distributed most equitably?

All of these questions, and many more, it behooves rural high school men and women to get busy about. But none of them can be answered satisfactorily and the solutions of the problems of rural education will be deferred indefinitely, unless rural high school teachers learn to do their share in fulfilling another indispensable condition of efficiency—cooperation on the part of all teachers in a common cause. The best preparation for cooperation, however, and for becoming imbued with its spirit, is the recognition of the cause as a common cause, is the vivid realization that the mission of the rural high school is one phase of the mission of rural education, is the insight that the whole is greater than the part. This prompts coming together, working together, playing together, and to do so implies the gradual forgetting of the things that divide and the gradual learning how to make the most of those that unite. If we teachers once learn to do team work for the common good, we are not likely to fail in arousing and instructing public opinion and in getting the cooperation of the communities to which we are trying to minister. Having the purposeful will, we shall find the intelligent way. We shall discover, for instance, devices by means of which whole rural communities, including the teachers, may become conscious of and express the common life and spirit.

In more than one county in California it would seem to be possible even now to carry out successfully a suggestion like the following: Transform the annual

county institute into something vastly more inclusive and meaningful than a compulsory, professional conference. Make the institute the *motif*, as the society reporter would say, for a county *fiesta* or folkfest. Make it the occasion for the revival of the old county fair, in a rejuvenated form. Make the exhibition of things done and things grown by the pupils of the various schools of the county as prominent a feature of the program as the discussions by the teachers of the educational, economic and social situation in the county. Provide for competitive sports. Secure the participation of literary and musical organizations. Produce pageants illustrative of the history and civilization of the county. Bring in representations of rural manners and customs and ceremonies, characteristic of the countries of Europe, such as those connected with harvest festivals. Make use of the moving picture to present the processes of nature and man's methods of controlling them, and, in general, better ways of doing better things, the world over.

Thus old and young would be brought together; farmers, merchants, mechanics, professional men and women, employers and employees, parents, pupils and teachers, all interested somewhere and somehow in the events of the week, all of them meeting on the basis of common endeavor and enjoyment.

Rustic imitations of the city only make the lure of the city more alluring. If rural life is to satisfy body, mind, and soul, give unto the country what is the country's. To do so most abundantly through the rural high school means the fulfillment of its mission.

'Tis a long, long way to Tipperary, but we shall get there if our hearts are right, there.

THE OPPORTUNITIES OF THE HIGH SCHOOL.

WILL C. WOOD

Commissioner of Secondary Schools

If I were asked what I consider the most important development in American education in the last half-century, I would reply, without reservation, the growth of the American secondary school. In 1860, the number of publicly supported secondary schools in the United States was forty. In 1870, the number had increased fourfold. During the next twenty years the number increased to 2500. Since 1890, however, the growth of secondary education has been phenomenal, the latest reports indicating that the American people are supporting more than 15,000 institutions of secondary grade. In these schools are enrolled almost a million and a half young people.

The growth of secondary education in our own state during the last 25 years has been more rapid than in any other state. Today we have 268 public high schools in fifty-six different counties. Only two counties are without high school facilities—Mono, beyond the range of the Sierras, with a scattered population of 2000, and Alpine, on the crest of the mountains, with a population of only 309. It is estimated that more than 95 per cent of the total school population of California reside within ten miles of public secondary schools. More significant than these figures, are statistics showing the growth of enrollment in California high schools. In 1913, the total enrollment was 57,978; in 1915, 76,429—an increase of 32 per cent in two years. During the same period, the enrollment in elementary schools increased only 10 per cent. In

other words, the high schools of California are increasing more than three times as fast as the elementary schools.

If we seek for the reason for the phenomenal growth in high school enrollment, we shall find it in the larger appeal of the high school through more liberal courses of study and a more flexible organization. The secondary schools are becoming more democratic. They are no longer appealing only to those who desire academic preparation for college; they are appealing successfully to those who desire preparation for the other activities of life. The high school is heeding the call of democracy, and the answer it is giving is gratifying to those who believe that the state owes to all its young people an education that will fit them to fill those places in life to which their own capabilities and ambitions entitle them. The high school is becoming in fact as well as in name an institution for all the children of all the people. It is gratifying to note that the faith of the people of California in secondary education has not waned with the increase in cost of maintaining the high schools. Deep in the heart of every American parent is an ardent desire to give his child the opportunity to which his American birth entitles him. The very existence of a democracy depends upon keeping the door of opportunity ever unlocked, that the child who has strength and ambition may open it. "America is another word for Opportunity," said Emerson half a century ago. When the story of the transition period in American life is told, we shall find that America has found another significant synonym; that America will be another word for education.

The people of California have recently manifested faith in their high schools in a most striking manner. When the high

schools were first established, the state assumed none of the burden of support. It said to the people of a progressive community, "If you desire a high school for your children, the state will permit you to establish it, but you must pay for it out of your own funds." With the growth of high schools, however, there came a demand for state support, and in 1901, the legislature passed an act whereby the state raised \$15 per pupil in average daily attendance. In fixing the method of apportioning this amount, the state, ever zealous for the interests of its rural population, provided that the smaller high schools should receive a share larger than that to which their average attendance would entitle them. It is this scheme of apportionment which has enabled our smaller high school districts to maintain standard high schools employing at least four teachers. There are only twenty-six high schools in California employing less than four teachers. Most of these have been established in the last two years and are offering less than four years of work. No other state has approached California in the standardizing of its high schools, because of the wise provision for greater state aid for the small high school.

During the year just closed, the legislature passed an act which means even greater things for secondary education in California. The county high school fund bill places the high schools of California on the same financial basis as the elementary schools. Hereafter, 65 per cent of high school revenues will be raised by the state and county—the same percentage of revenue that is raised by the state and county for the elementary schools. The state has now fully adopted the secondary school. The effects of this adoption are to equal-

ize taxation for high school purposes, to strengthen the smaller schools, and to decrease the tax rate for high school purposes in more than half of the high school districts in California.

There are more than 100,000 young people of secondary school age in California who are not on the rolls of the high school. It is true that a large number are kept away by the pressure of circumstances. It is true also that a large number are kept away because they are not qualified to meet the standards of work established by the high school. A large percentage are endeavoring to prolong their education through private correspondence instruction. In one city in the state with a population of less than 30,000, fully 1000 young people are enrolled in correspondence courses. These courses are good, so far as they go, but they cannot take the place of school instruction. The amount paid by these young people for such instruction, out of their meager earnings, is more than sufficient to pay the extra cost of maintaining such courses in the local institution.

The high school is at present organized for those who can devote all their time to the work of getting an education. A seven or eight period day, and a minimum of four subjects for each pupil are fetishes quite unworthy of the devotion accorded to them. There is no reason inherent in the order of things for insisting that the business of getting an education shall be the only business of the young people of secondary school age enrolled in our schools. There is no reason inherent in the order of things, for insisting that the high school course shall be completed in four years. The high school was made for the boy, not the boy for the high school. Without

wrenching the school from its foundations, we may permit young people to spend half-time in school and half-time at work. If an ambitious boy who must earn his living, can recite only one period a day, we should welcome him and be thankful for his ambition and persistence. If he must take eight years of half-time work to complete his course, we should readjust our organization to accommodate him. If his evening hours are the only hours available for improving himself, we should throw open our schools and provide instruction for him.

It is gratifying to observe that many high schools are rising to this responsibility. In one city in the state—Los Angeles—the high school enrollment has increased until one in every twenty inhabitants is enrolled during the year. In other cities, the enrollment in the evening classes is steadily increasing. But the extension of opportunity through evening high school instruction is not confined to our cities. Several towns of moderate population have established evening classes. It is impossible for us to lay down a rule for the establishment of such classes, but I believe that wherever forty pupils are earnestly desirous of undertaking the work, the school board would be justified in offering the opportunity.

The high school may also render a signal service by holding in school a larger percentage of students. Last year the total enrollment in first year classes in California was 38,411; in the second year, 16,080; in the third year, 11,119; and in the fourth year, 9,820. For purposes of comparison, we must strike off one-third of the first year students, since this first year enrollment includes two entering classes in most of our cities. After we have made this correction, we

find that approximately 9000 students dropped out of school between the first and second years. We cannot attribute this elimination of pupils to any one cause. However, I think we are justified in assuming that one highly important factor is the lack of adjustment between the elementary school and the high school. In the smaller high schools, the falling off is greater than in the larger schools. This is due very largely to the fact that the small, one-room rural schools, which prepare pupils for the smaller high schools, are not so well adapted as the graded schools, to the preparation of pupils for high school work. We should realize that this kind of pupil, all things considered, has promise quite as great as that of the graduate of the graded school. If we can tide him over the period of stress (perhaps I should say distress), he will make a good student and will remain with us.

The legal difficulties in the way of the reorganization of our school system on the six-and-six plan are being removed. The last legislature wrote the intermediate school into the statistics of California. A law was passed legalizing the taking over by the high school board of the seventh and eighth years. In cities, this taking over can be accomplished by resolution of the high school board; in union high school districts reorganization on this basis can be accomplished only on majority vote in the high school district. However, the legislature limited the organization of such schools to high school districts having 100 pupils or more in the seventh and eighth grades. Perhaps it is well that this restriction was placed in the law, so that reorganization will proceed safely and slowly. However, the law is significant in its possibilities and time will correct its defects.

It is most important also, that false standards of life shall be banished from the high school. Unfortunately, we have in the high schools of California, secret organizations which are a challenge to the spirit of democratic education. The legislature of this state has denounced these organizations as unlawful and has clothed school boards with plenary powers to effect their suppression. Wherever these organizations exist in the public schools of California, they exist in defiance of law. They foster false standards of life among students while they are in the most impressionable period of their lives. They cannot be justified on the ground that fraternities exist among adults. There are many things which adults may do without harm to themselves or others, which adolescent students cannot do without harm to themselves and others. The anti-fraternity law was not enacted for the sole purpose of protecting the feelings of those students who are not bidden to become members of these secret organizations. It was passed to protect the interests of the high school and of all its students, including those who were or would be members of these secret organizations. The harm is not measured in the heartaches of the unbidden, although this is great. Even greater harm comes to him who is bidden and accepts. Obedience to law is the essence of good citizenship in any country, and the boy or girl who flaunts the law is building an ideal that is false and dangerous. The boy who, at this formation period, becomes enamored of false standards of life, is working an injury to himself, as well as the state. At this period of life, the ideals of fraternity are too frequently perverted. The school is striving to develop in its students the quality of self-reliance which

is essential to success in after life. Too frequently, the fraternity student is unconsciously being impressed with the idea that success comes from his friends and associates, not from his own efforts. He develops an exalted notion of the success-giving power of "pull." Too frequently, time that should be spent in study or work is worse than wasted in a surfeit of social functions. The scholarship of fraternity students, generally speaking, cannot compare with the scholarship of which they are capable.

These fraternities exist because the parents of fraternity members are willing they should exist. Upon them rests the responsibility for the flaunting of the law. I believe, therefore, that the first appeal should be to the parents of students who are organized in defiance of the statutes. If that appeal fails, the school board, holding the interests of the high school paramount, should take such action as may be necessary to effectually suppress the unlawful organizations.

If a school of the "Seventies" were to supplant a modern high school, the cost would be cut in two the first year because classes in "book" subjects can be taught at half the cost of classes in science or household arts or manual training. I have no doubt the expense of the second year would be less than that of the first year—there would be fewer students to provide for. Such a school would be cheap, but it would not be democratic. It would appeal to only one class—the class looking forward to a college course of the old academic type. The difference between \$60 per pupil and \$120 per pupil is what California is paying for democratic education. To materially reduce the cost of maintaining our high schools would mean the denial of opportunity to thousands who are now

attracted to high school by the "practical" subjects. The price of such short-sighted economy would be more than the people of California would be willing to pay.

I believe most thoroughly in the doctrine of preparedness in school affairs. Every high school principal should be prepared to show at any time, that his school is giving service in proportion to its cost. In this connection, this convention may render great service to the cause of education. It can authorize the appointment of a committee to gather data showing that high school education is a paying venture. Another committee can investigate the causes underlying the elimination of pupils who have entered the high school. This data would be of greatest assistance in reorganizing our schools to meet current demands.

There is need also for investigation of high school courses of study with a view to adapting their courses to community needs. We should set on foot an investigation with a view of fixing minimum requirements for graduation.

I hope I have not impressed you as advocating a too-radical reorganization of high school work in California. I hope you do not understand that I measure the success of the high school by the number of students enrolled. I would not sacrifice quality for quantity in school work. What I am standing for is quantitative quality and qualitative quantity. After all, that is what democracy means—that has been the hope of all ages. Indeed, this address may be summed up in a few words: I believe that the great work of the American high school is to make possible the continued realization of Emerson's most famous aphorism—"America is another word for Opportunity."

DIGESTS OF ADDRESSES AT THE FRESNO CONVENTION.

DECEMBER 20-21-22, 1915.

WHAT'S ITS USE? By Hon. Edward Hyatt, Superintendent of Public Instruction.

Let us not fail to interpret the soul of the high school to the people who build it, so that they may recognize it as the door of escape for their children, from sodden things, from low ideals and sordid vice, so that they may see marble halls and princes' palaces, transmuting into the hearts and spirits of a bigger, stronger, bolder race—better adapted to its environment, in the formal educational phrase. This is the message I leave with you upon this historic occasion—this first high school convention that California has ever seen. Interpret your school and your work to the people you serve and may your days be long in the land.

REPORT OF THE COMMITTEE ON SUPERVISED STUDY. By A. E. Wilson, Principal, Manual Arts High School, Los Angeles.

Dr. Wilson presented a report of a sub-committee, headed by Miss Ethel Percy Andrus, of the Manual Arts High School. The work of the committee was based on the fact that present methods of class instruction and recitation involve an enormous waste of time for the slow and for the fast pupil. Statistics show 50 per cent of high school students fail to profit by ordinary class instruction, 25 per cent because they can do at least twice as much work, 25 per cent because they can only do half as much. It is also clear that present methods fail to organize home study. This is true, inasmuch as efficient results are not secured.

In many cases, home conditions are unfavorable to study, and even in many favored homes there are distractions and household duties considered of first importance. Again, assignments are not always understood or are unreasonably given by the teacher. We can not place ourselves in the pupil's place. Many require pupils to study more than eight hours a day, causing nervous strain and lack of sleep. And withal, the work as the result of home study, is many times not honestly done, especially make-up work.

A number of experiments are being tried to remedy these conditions, such as abolition of all class recitation, substituting supervised individual study, division of class into slow, fast and medium groups, with each advancing at its own rate, requiring only students who need the recitation to give attention to it, and providing special supplementary assignments to the fast pupils. Also, there is being tried an organization of prescribed supervised study, to supplement class instruction.

The committee reported upon the sixty minute period plan, with reference to the work at Newark, New Jersey; University High School, Chicago; University High School, Wisconsin; Santa Ana and Pasadena. The summary of advantages and disadvantages shows that to the student, the results mean better scholarship and study habits, development of independence, work done under favorable light, heat, and reference book conditions, fatigue eliminated, evenings for home and social life, and entirely better work

and better health. The results to the school work and school show improvement of scholarship, more regular attendance, fewer failures, longer school life, better spirit between teachers and pupils, better support from the home and community. The results to the teachers are better understanding of student difficulties, impossible assignments revealed, better preparation and conference work, without waiting for "after school."

The disadvantages to the pupils are largely owing to the teacher who uses up all the period for recitation, or weakens pupils by giving too much assistance. To the teacher it means learning the technique of supervised study and harder work; indeed, with the same number of classes as now, and with the extra duties so liberally dispensed, the teacher would be exhausted.

The committee recommended a further adoption of the plan at Manual Arts, which involves educational guidance, sections in large beginning classes, based upon ability in English and mathematics, review books, voluntary conference work, library study. There must be definite study programs, and directions to assist in studying. Caution must be exercised to see that the health of teachers is safeguarded.

SUPERVISED STUDY. By Jerome O. Cross, Principal High School, Pasadena.

"As a rule high school teachers are such steadfast conservatives that superhuman efforts are needed by the principals to induce them to adopt anything new. The high school has failed in its chief object—teaching the pupils how to study. The trouble rests in the fact that hour after hour, day after day, human phonographs are continuously at work. Voices of the teachers and pupils are

worked over-time while the grey matter is almost forgotten. American high schools will come to their own when there is a reversion of aims. Too much time is lost in the high school; there is time for social activities, athletics, and fads, but too little time is given to the old-fashioned form of study."

A STUDY IN STUDENT CO-OPERATION IN THE GOVERNMENT OF THE HIGH SCHOOL. By Merton E. Hill, Principal, High School, Ontario.

This study is based on a questionnaire sent to 100 high school principals and teachers. Mr. Hill says that some principals hold student cooperation as synonymous with student self-government. Others argue that there should be no such thing as student cooperation. Typical quotations follow:

"Through direct personal contact with leaders, the principal is able to obtain the hearty cooperation of the students."
—F. A. Wagner, Ventura.

"Our student committees, which include a faculty adviser, have originated all regulations governing the athletic activities of the school. They have made all the rules there are governing the conduct of the student on the school premises, other than class room during recitation."
—E. H. Houck, Anaheim.

"All matters affecting the morals of the school are laid before the student body of control, composed of the president of the student body and the presidents of the six classes of the school. Appeals may be taken to the principal; none have yet been taken."
—Delbert Brunton, Fullerton.

"Through self-government, students learn to disregard school and parental authority."
—W. D. Frew, Tulare.

"Student government is a delusion and a snare. The parent of a high school boy or girl will not endure the idea of having his child 'tried by a jury of his peers.'"—F. O. Mower, Madera.

"I was originally opposed to student government, and might be yet with a poor man for a president. A great deal depends on his willingness to assume responsibility, his fitness for it and his ability to command the support of his fellows."—H. G. Clement, Redlands.

Says Mr. Hill: "Student self-government is proving successful in several schools. There is little doubt but that the term does not mean student control, for back of self-government is the principal, with his responsibility to the board, and to the community, and his will and ruling are everywhere recognized by students and teachers, as a higher law than the constitution. Student cooperation in the government of the high school is a policy that should be in vogue in every high school, for it is conducive to the best interests of students and teachers and of the school and home.

"Let all teachers bear in mind that much depends upon their esprit de corps. Without this same cooperative spirit within their ranks, it can not pervade their school.

MORAL TRAINING. By H. O. Williams, Principal High School, Sacramento.

"Some valuable ethical training can be secured from the standard subjects of study. "Julius Caesar," for instance, may present a question as to the justification of Caesar in conquering Gaul. History is as prolific as literature in illustrations of this kind, while mathematics may become a valuable factor in moral upbuilding by a presentation of commutation that will make gambling unpopular."

FRATERNITIES AND SORORITIES. By W. H. Housh, Principal Los Angeles High School.

Mr. Housh stated that recent investigations showed that fraternities and sororities still exist in the high schools of the state. He said: "In our attempts to suppress them, we should secure, if possible, the cooperation of the parents, of the alumni of the school, of the press, and of the fraternities and sororities in the colleges and universities. Students now members should be given opportunity to resign, as some may have joined without knowing it was in violation of law. We should remind the student body at the beginning of each term that not only the rules of the school, but the law of the state, forbids secret societies.

"Because of the natural craving of young people for social recreation and of their desire to belong to an organization composed of congenial people, it will be difficult, if not impossible, to keep these societies out of our schools, unless we provide effective substitutes. Organized social activities are imperative in our schools."

THE POSSIBILITIES OF VOCATIONAL EDUCATION IN CALIFORNIA. By Cree T. Work, Principal, Polytechnic High School, Venice.

The opportunity is presented in this state to restore to the people the practical value of the apprenticeship in vocational work, which was formerly available for the youth but which has become a thing of the past; to increase the earning power of the people of the state; to meet the demands for greater skill and greater productive capacity; to offset through vocational training the increased cost of living in recent years and to prepare our people for adding to the prosperity of the nation.

STATE UNIFORMITY IN HIGH SCHOOL TEXT BOOKS.

BY NOEL H. GARRISON

Principal High School, Stockton

THE PROBLEM STATED

Shall high school text books be made uniform? Shall high school text books be free? Shall high school text books be printed by the state printing office?

These are three distinct questions, a fact which must be kept clearly in mind. Text books can be furnished free by the state, by the county, or by the district without being uniform throughout the state, and certainly without being printed at the state printing office. Erasers, chalk, pens, etc., are furnished free to the pupils, but they are not manufactured in Sacramento. I have no doubt that text books can be furnished free or at cost to the pupils through the board of education or the trustees at a saving of 30 per cent, as was reported by Principal W. L. Glascock of San Mateo to the California Council of Education. In fact, there are a number of high schools in California which are now furnishing books direct to pupils at cost. There are, also, Eastern cities which are furnishing free text books to their pupils, but these are not uniform throughout the state. Saginaw, Mich., is a good example of this. The pupils have the advantage of free text books but without the many disadvantages of state uniformity. I do not, however, desire to discuss the question of free text books *per se*, for which there may or may not be good and sufficient reasons, but only to consider the question of free text books in so far as this is related to the main issue, viz., the printing of uniform text books for the high schools by the state printing office.

Regardless of what may or may not be thought of the free publication of uniform text books for the grades, the high school problem is entirely different. There is practically no sound argument which can be advanced in favor of it. The arguments against it are themselves sufficient to convince us that the printing of uniform text books by the state printer or anyone else, whether free or at cost, would so far lessen the school's efficiency and retard its progress as to be nothing short of a calamity. The high school and elementary school, while parts of one educational system, are separate and distinct in every phase of their educational work. Since the law, as well as the public, already recognize that the high school and the elementary school are different in practically every relation, it need not be considered strange, that the printing of free uniform text books by the state, even if it were admitted to be a success in the grades, although I feel that it is not, might be very undesirable from every standpoint when applied to the high school.

The high school is preeminently the period of self-discovery. It is not only the adolescent period physiologically, when the boys and girls find first expression of their physical and mental powers and also of their spiritual aspirations, but it is a period of unrest in every way. It is a time when the youth tries out his powers, when he seeks to find himself so far as his vocational purpose and real life work are concerned. To limit the boys and girls at this age, to restrict them to a circumscribed course of study

which, of necessity, must be presupposed under state uniformity because of economic reasons, and which, I understand, in the state printer's answer to the economic argument, would be to limit the possibilities of our California youth. It would do more than limit the youth; it would actually drive him out of school. This is not theory; this is experience. There is many a boy or girl who has left high school because of the straight-laced courses of some of our schools. They could not find that which answered to their life career demands, and they refused to be fed on the diet which was intended for another.

Not only must our courses be elastic, so as to meet the individual vocational needs of its pupils, but the varying interests of the several communities must also be met, which would be impossible at times under state uniformity.

State uniformity would not only work an injustice to the students and also to the community interests but, it would be a gross insult to the intelligence of the teachers. Books are but tools. In the high school subjects, where the content, order of presentation and method of treatment differ so materially in the several texts, it is as preposterous to demand that all high school teachers use the same text as it would be to demand that all carpenters use a Simonds or a Disston saw. Is there not the same reason for prescribing uniform apparatus in all the laboratory sciences; uniform tools in the industrial art courses; uniform equipment in all the commercial departments, and indeed, uniform articles in all general school supplies?

The courses and the text books for those courses must not only be chosen to suit the varying needs of the pupils and of the communities in which they live,

and be adapted to the individuality of the teacher, if the highest efficiency is to be attained, but these text books must be selected in relation to the school equipment. This is true in all departments, particularly in the cultural subjects of History, English, economics, to say nothing of the laboratory courses, whether in the sciences, commercial work or other branches. How could a small high school with few, if any books, use successfully a history text calling for a great deal of supplementary reading? Should the Los Angeles High School, on the other hand, with 8100 volumes in its own library, be compelled to use a text without such a rich fund of supplementary materials? There would be a gross injustice in compelling all schools to follow the same course and to use the same laboratory texts or manuals in the sciences. The small high school would find it utterly impossible to purchase the apparatus and supplies required by the science courses as given in the Oakland Technical High School. It would be a greater injustice to limit the efficiency of the larger high schools by expecting them to conform to the same course requirements as some of the meagerly equipped schools of the state.

The high school is the people's college and must keep pace with the growth of its people. It is growing and must be permitted to grow, to change and develop. The state wide adoption of a text book in some of the newer subjects, where the subject itself and the text books are only in the process of making, would probably mean the saddling of a very poor book on all California schools for four years with great loss to the schools. It is a decided advantage that the different high schools can try out the different subjects and the different text books. The

state thereby profits by the experiences of many rather than being compelled to have a uniform experience.

ARGUMENTS FOR STATE UNIFORMITY.

The only arguments advanced for state uniformity are: First, saving to parents in less frequent changes in texts; second, saving to parents of pupils moving from one school to another, since they would not be required to purchase new books; third, saving to the taxpayers, in that state printing office would furnish these at a lower cost; fourth, would make it possible to favor home authors and provide employment at Sacramento for home labor.

The financial consideration is not of first importance. I maintain that boys and girls are more important than dollars and cents; that the cheapest is not always the best, even in other commodities; that the state would pay dearly for the supposed saving, by reason of the greatly reduced efficiency of its schools; that it is a supposal, rather than a real saving considered from a straight dollar and cents standpoint; that, while we believe in supporting home industries and encouraging every movement looking to the employment of honest labor, we are unalterably opposed to any plan giving a preference to California authors and employment to California labor at the expense of the boys and girls and of the future citizenship of this state.

THE ARGUMENTS ANSWERED.

As to charges in text books, the present law guarantees all that could be desired and even more in some cases. The four year adoption rule makes it impossible to change a book within four years. If a four year adoption can be compelled by law, then a longer period could be required if it were advisable without re-

course to state uniformity. Four years is quite long enough, however, for even a good book, let alone a poor one, when better books are being brought out.

The number of pupils moving from one school to another is very few indeed in comparison with the total number enrolled. Why should an injustice be done to the many for the convenience of the few who would thereby only be save the price of purchasing a few extra books? Even in these few cases, the student might be saved on his second purchase by selling his books in his home school second hand. This argument, however, loses what little force it has when all the figures are presented. There were 75,429 enrolled in the high schools of California during the year 1914-15. Information from fifteen schools representing an enrollment of 13,909, shows that 396 pupils transferred to these schools and 236 pupils transferred from them during the year. The number of pupils changing is but $4\frac{1}{2}\%$. This per cent is greater also in the larger or city schools, as the migration is toward the centers. I am satisfied that there is not over a 3% change annually throughout the high schools of California.

In no instance has money been saved the taxpayer through state uniformity. Would it be wise to try an experiment attended with such danger and injury to the schools without at least one precedent as a guide? So far as I know the only "four places in which the plan of state printing of any school text books has been either adopted wholly or in part or considered and rejected, are the Province of Ontario (Canada), California, Georgia, and Kansas" and these are the elementary text books. Even in the printing of these, the experience is not altogether encouraging. The lower price

of some text books in Ontario is due "in part to different economic conditions, in part to the fact that the government bears a considerable share of the expense of making them, in part to the fact that some of them are manufactured by department stores for advertising purposes and are sold at less than the cost of making them, in part to the government monopoly in their use, and in part to the relatively inferior character of the books."

In August 1913, the state of Georgia appointed a joint committee of eight, to investigate the question of state printing. After thorough investigation of the Ontario and California plan, they reported adversely and recommended that the state should not print uniform text books, basing their conclusions on pedagogical and economical grounds.

Kansas had published only three books up to April 1, 1915. During the two years since the passage of the law, they succeeded in publishing these three books at a lower price than some of the publisher's books, but they were of a decidedly inferior quality. Recording the history of Kansas, the book fell so far short of the educational standard which Kansas ought to set that it attracted much unfavorable comment." Not only so, but the cost in the official estimate is given as contingent upon the sale of 100,000 histories and 60,000 classics.

THE CALIFORNIA SITUATION.

In view of Kansas' experience, two very important questions need to be answered: First, how many courses are offered in the high school; how many text books are required for these courses? Second, how many pupils are there registered in each course in California? How many copies of each text will be required?

The first question can not be answered exactly. The Stockton High School offers 70 different courses and plans to offer more courses, mark you, not books. Some of these require one book, some, as for example, the first year of English, eight or ten inclusive of the small 15c and 25c classics studied.

There are 116 texts used in the Stockton High School for the four different years in these 70 courses. Some schools have more; the total number for the state in the several subjects would reach 200. No one pupil, however, has more than four courses each year or sixteen in all out of the total 70. The strength of the high schools lies in this very fact—that it seeks to give each student the subjects he most needs as a preparation for his life work.

The most serious problem is yet to be considered. There were but 76,429 pupils enrolled last year in all the high schools of California and yet Kansas has found that the prices of her books are contingent upon the issuance of 100,000 histories and 60,000 classics. Moreover these 76,429 pupils represent many different courses, the largest number in any one course viz English Composition being but 20,174 in 1914-15, and the smallest number being 35 in Homer's Iliad in the Greek, according to the official figures of the state commissioner's office.

It is a well known fact that the greatest cost is in the first 25,000 books and that 25,000 represents the smallest edition which could be printed with profit to the state. How then can the state expect to print high school text books with profit, when there is but one subject, first year English, requiring 20,000 copies, and but three in which there were more than 10,000 text books required, and where the great majority of courses

outside of English would require under 5,000 books.

But, says one of the advocates of state printing, "We will reduce the number of text books," while another suggests that one large edition could be printed and continued in use until the supply is exhausted.

It will be utterly impossible to reduce the number of text books without irreparable injury to the schools. This implies a restriction of the courses and a consolidation of classes. The pupils must choose their courses or subjects according to their own needs. Will there be any justice in compelling a boy who is preparing for civil engineering to take the same course as the girl who is studying household economics with a view of teaching? The illustration may be somewhat extraordinary but pupils will be subject to such injustice if the state undertakes to fill the need of the high schools by printing 48 books.

SUMMARY

There are three separate questions which must be kept distinct, free text books, uniform text books and text books printed by the state. High school texts can be furnished free, if desired, without being made uniform and without being furnished by the state.

The advantages or disadvantages of state printing of elementary text books need not be considered as arguments for or against the printing of high school text books, which is an entirely different problem. While the fundamentals of an education may be taught from uniform text books, it is a gross injustice to the youth of the state to receive the same education from uniform text books. The

high school is a period of self-discovery. The courses and text books must be selected to meet individual vocational needs, as well as the varying interests of given communities, and, of necessity must be chosen with relation to individual school equipment. These courses must also keep pace with the growing demands of society and be suited to the individuality of the teachers.

There is no necessity of state uniformity in order to prevent too frequent changes of text books as the four-year adoption law covers the case fully. This time could be lengthened if necessary. There is no necessity for state uniformity, scarcely an excuse, because of the pupils who change schools, since they represent but 3 per cent of the total number enrolled.

State printing can not result in any great saving to the citizen. The taxpayer must pay for all of it directly or indirectly. The printing of the elementary text books represents an expenditure of nearly \$2,500,000. It would require several times that to print the first edition of the high school text books, which number about 200. Moreover, the overhead expense of interest on the investment, depreciation of plant, salaries, storage, transportation, added to manufacturing cost would make it a losing investment.

The printing of uniform high school text books is not only unpedagogical and uneconomical but is without precedent. Finally, the number of copies of the different text books required would make it impossible for the state to print these.

The interests of our California schools leave but one course open, and that is local adoption.

HEARD AT THE C. T. A. SOUTHERN SECTION.

JOHN H. FINLEY

*Commissioner of Education, State of
New York.*



John H. Finley

The first duty of the school in a democracy, in conveying the gifts of one generation to the next, is to teach the basic, common language, not only because it is the cement of all social and political fabrics, but because it is a possession which every

child should for its own potential development have.

"All the things that ever get done in the world, good or bad, are done by words. And the inheritance of the race's thought is largely in words, mere words.

"It will be a far more difficult task of civilization to teach men and women to use leisure rightly than to instruct them how to labor efficiently.

"In these machine-made days everybody ought to have spare time and waste it on something that won't pay except in the good it does his character. In that way, or in ways like that, he may save himself from shrinking up into the dimensions of a cog.

"Most of us waste enough leisure time if rightly used to make ourselves musicians, artists, scholars, poets, able to minister in our avocation to human happiness even beyond that which we can give through our vocation."

JAMES A. B. SCHERER

President Throop, College of Technology

"When man nowadays, artificially civilized, forgets his original instinct and deliberately goes off and flocks by himself, as Lord Dundreary would have it, and forsakes his own herd for selfish ends, he deserves to have boots and hard words and other things shied at him.

"And because flocking by themselves is a temptation of teachers, men and women, I am hammering always away at it. We teachers tend to the tradition of the routine rut, down into which we get our creaking wheels, away from the broad track of the world.

Time was when the biogolist tied himself to his desk. He has now come to realize that he can not be a cloistered armchair philosopher, but must study life in the midst of life."

GRACE C. STANLEY

County Superintendent of Schools, San Bernardino.

"The teaching in our public schools of the love and appreciation of good music is the surest way to overcome the fascination of rag time, that greatest attraction of the evil dance hall.

"In order to keep up the moral standard of our schools, the teachers must themselves form the habit of association with the best people of their community and with the best books. A teacher whose reading is confined to such periodicals as 'The Ladies' Home Journal' will surely demonstrate the fact that a fountain cannot rise higher than its source."

WILLIAM A. WIRT

Superintendent of Schools, Gary, Indiana

William Wirt

I believe it a mistake to have playgrounds under a playground commission and separated from school control, and available for use only ten months a year. Children should be allowed to use the the playgrounds twelve months a year.

"We have found it necessary at Gary to open the schools on Saturdays, Sundays and holidays, the auditoriums being used for entertainments by young and adult persons at different hours.

"More men who work in the mills, shops and stores attend the night and continuation schools than there are boys in those schools.

"A boy should have his profession learned by the time he is 20 or 22. He should be out of college at 20 instead of going into it, and he should be ready to meet men, to learn to understand them and to fit himself for the practical application of the business he has selected for his life's work. If he is too old when he leaves college he can no longer adapt himself with ease to a situation because his mind is becoming fixed, his opinions are becoming fixed.

"If you want to create a complete child world in the adult world you must allow the children to be kept wholesomely at work, study and play to make the right sort of men and women of them. School alone cannot accomplish this. The parks, the libraries, the churches, the playgrounds must all work with the school.

"We achieve a seat for every child because we do not attempt to seat them all at one time. School seats are not needed at all times. A part of the class may wish to visit the museum, read at the library, visit factories and workshops, use the playgrounds, and in scores of other ways acquire education outside of school rooms."

R. P. MITCHELL

County Superintendent of Schools.

The examination as a basis for promotion is being discontinued and in its place the teacher is given authority to promote or to recommend for promotion. This is as it should be, for the teacher in charge knows the children better than any other person.

Standards of efficiency vary among teachers. These differences must be overcome by supervision. If a teacher is competent to promote a pupil from the first grade to the second grade and from the ninth grade to the tenth grade, she can certainly pass upon their fitness for promotion from the eighth grade to the ninth grade. In other words, teachers should recommend pupils for graduation.

DR. MARGARET SCHALLENBERGER-

MC NAUGHT

Commissioner of Elementary Schools.

"The chief benefits in consolidation, from the point of the children, is that there will be larger numbers of children in the grades tending to competition and mutual suggestion, also the possibility of team work, such as debating clubs, orchestras, athletic competitions.

"The rural teachers are grouped, there is a healthy competition among them; they may become specialists and not teach every branch to every grade. These conditions will mean that teachers will stay longer in rural schools.

JOSEPHINE CORLISS PRESTON

Supt. of Public Instruction, Washington

Josephine Preston

The rural school is the greatest problem in American education today. The need of constructive work in rural schools and rural life development is everywhere recognized.

"The most important problems confronting one in dealing with the administrative work of the rural school is the district organization, transportation of pupils, isolation, and the great need of socialization and vitalization of rural life.

"The State of Washington is proud of the fact that it has 112 teachers' cottages. Ever since the first permanent cottage was built in our state, in Walla Walla County, in 1905, the idea has steadily grown."

J. E. REYNOLDS

*County Superintendent of Schools,
Ventura.*

According to the report of the United States Commissioner of Education, high school education in the country, as a whole, including high-priced states like California, costs \$2 per pupil, as compared with \$1 per pupil for elementary education. According to the report of State Superintendent Hyatt, high school education in California costs about \$3.50 per pupil, as compared with \$1 per pupil for elementary education.

Every educator in California theoretically recognizes this fact. High school teachers are generally willing to confess that, if only the elementary schools and teachers were efficient, their own work

would be vastly easier and better.

What California needs is a revival of interest in elementary education; not necessarily less money per pupil spent on high school maintenance, but certainly more spent on elementary school maintenance. The ratio of three and a half to one is simply an indication that we are farther away from a well-balanced system of education than is the rest of the country.

MRS. FRANK A. GIBSON

Member California Commission, Immigration and Housing.

"Census reports have become of vital import. We find that in 1910 we had 13,000,000 foreign-born people in our country and that these with their American-born children numbered 34,000,000, or more than a third of our population. These are not dull figures and suggest the pointed question, 'What is an American?' The smug people who have asked, 'Why spend effort upon foreigners?' 'Haven't we people enough of our own?' and who have answered, 'Let the alien look out for himself,' 'America is for Americans,' must now reverse themselves. With 34,000,000 foreign-born and their children, this line of reasoning vanishes and the 34,000,000 become a mighty group of mighty interest.

J. H. FRANCIS

Superintendent of Schools, Los Angeles.

"There's got to be more money every year for the support of schools except in years of depression, but while we're paying the debts of the wicked fools and insane of Europe we've got to live more economically. It's all right for us as school teachers to get together here and pass resolutions for increased salaries, but we won't get them. Somebody's got to sit on the lid or the sky would be the limit."

O. M. PLUMMER

Member School Board, Portland, Oregon

O. M. Plummer

The most important business of a Board of Education should be in the selection of its Superintendent. Many months should be spent in investigating qualification of different men. Incidentally, it would not be amiss if city superintendents were

considered on the same plan as that of State Universities and colleges, where it is considered not quite ethical to make direct application for the position. Once the Superintendent has been selected by the Board, it is their foremost duty to support him to the utmost in every recommendation or position which he may take, for it goes without saying that no administrative officer can be a success in his office without the most loyal support of his Board.

It is not unusual to see three distinct forces of the school system who are all honestly striving for the same end, working at extreme opposites with one another,

with no two people being able to see the same side of the shield. A remedy for this would seem to be a general advisory council to be elected from each department of the city school system and to meet at stated times, acting in an advisory capacity to the superintendent.

E. J. LICKLEY

Principal Parental School, Los Angeles

"There is something wrong with a full-blooded American boy if he doesn't play hookey once in a while. The cause of all the crime and debauchery in the world is due to misdirected energy. The same qualities that go to the making of a successful criminal are necessary in producing a successful business man."

MRS. LILLIAN BURKHART GOLDSMITH

Los Angeles.

"As the horror of negro slavery was born, not in the souls of the slaves themselves, but in the souls of free men and women, so the horror of prison life and child labor is born, not in the prisoners and the children, but in the minds of those men and women who have 'heard the world sobbing.' A new spirit is abroad, a new social spirit which is marked by social unrest, a new altruism, a changed patriotism, an uncomfortable sense of social guilt."

The State Board of Education was reorganized at the session of December 6-11, 1915. Mr. E. P. Clarke was elected president, and Mrs. O. Shephard Barnum vice president. The date of the joint meeting of the Board of Education and the presidents of the state normal schools was set for Monday, April 9, 1916, at the offices of the Board, 417 Union League Building, Los Angeles. A resolution was passed approving ninth grade courses in normal training schools until June 30, 1916. Resolutions were also adopted to meet the emergency in the issuance of state credentials in special subjects and in relation to the issuance of special certificates. The retirement board approved the purchase of bonds of a par value of \$188,000, and ordered paid retirement salaries due January 1, 1916, amounting to \$32,021.39. A special session was held January 11.

THE HIGH SCHOOL TEXT BOOKS

E. H. MC MATH

Principal, High School Santa Ana

The people of the United States, it is estimated, expend annually on cigars and tobacco, \$410,000,000; on soft drinks and soda water, \$325,000,000; on candy, \$135,000,000; on chewing gum, \$25,000,000; on school books, \$17,000,000. Upon the least of these, a subject involving two-thirds the expenditure required for chewing gum, one-eighth the candy bill, one-nineteenth the cost of soft drinks and soda water, and one-twenty-second of the cigar and tobacco bill, I have been assigned to speak. To put it another way: Mr. American Citizen goes down the street with a \$10 gold piece in his pocket. He drops into various places of business, spending here \$4.50 for cigars and tobacco; next pays the bill at the corner drug store of \$3.50 for ice cream, sodas, etc.; purchases for the wife and babies a dollar and a half worth of candy; gets thirty cents' worth of chewing gum for the family, and is apparently satisfied that he gets his money's worth, and starts home joyful. Suddenly he recollects that he must get the year's school books for Johnnie. This he finds involves the expenditure of twenty cents. At once a rage besets him. Outrage! Trusts! High cost of living! Help! The benevolent state sympathizes with him in his fury. He raises a hue and cry; orders an investigation; invokes aid of the legislature, and state publication of text books looms nigh—to save, or to attempt to save, a portion of the twenty cents out of the \$10 gold piece which we have seen so nearly expended.

Statistics show that the total number of pupils in the United States is 18,000,-

000, that the total cost of text books is \$17,000,000 per annum, or an average of 87 cents per pupil. To be sure, the average expenditure by the high school students will run considerably above these figures. Since it is almost universally considered, that the quality of books now secured is far in advance of that which would possibly be secured through a state printing plant, would it not be advisable to pay a slight difference, if there be a difference, and secure first-class books?

CONFUSION OF ISSUES

In the discussion of school books, there is much confusion on the main question at issue. The man who buys the books, not unlike the most of us, wants everything as cheap as he can buy it—free, if possible. The advocates of state printing, seizing upon this cupidity of the purchaser, adroitly puts the question so that in the minds of most people the terms, *State printed books*, and *free books*, are synonymous. There are, however, wrapped up in the scheme, as commonly proposed in California, three separate and distinct issues—free text books, state uniformity of text books, and state printed text books.

The people of the State of California, by a large majority, have committed the state to the proposition of state printed, uniform free text books for the elementary schools. Assuming that the people of the state have decided wisely with reference to elementary school books, I question the advisability of state printed books for secondary schools.

You have all seen the books issued by the sovereign State of California for use in her elementary schools. You have compared them with similar books issued by competitive private companies. It is not necessary that I here compare or contrast the books issued from the two sources. I presume all of us are agreed that the state printed books are, to say the least, not better than the competing books. Are they cheaper? On the face of things, yes; they are listed at a lower price, but according to a recently published statement of the State Superintendent, there is omitted from the cost of these books "some of the overhead expenses—as the salaries of some managers and editors, the cost of exploiting, the interest and depreciation of plant, and the losses of unsuccessful books."

The mechanical makeup of the books printed by the State of California is very inferior in quality, and any publisher, if permitted to furnish such books to the state, would gladly reduce prices very considerably.

A VOICE FROM GEORGIA

In a report of the school book investigating committee of the general assembly of Georgia, published in 1914, we find on page 13 the following: "From a message of Governor W. Y. Atkinson of Georgia, to the general assembly, 1897: 'California is the only state that has undertaken to publish its own books. The experiment has cost the state, according to the late report of the secretary of state, something like \$1,700,000. Deducting the estimated value of the manufacturing plant material on hand, the books which have been condemned as educationally worthless, and the stock on hand of the same books finished and unfinished, all being valued in the report at \$348,701,

we find the net cost to the state of the school book enterprise has been \$1,351,299, invested at six per cent would furnish books practically free to all the children in California.'" Continuing the committee reports, page 14: "Even now, with all the experience of that state, and with the best efforts of the most successful state printer they have ever before secured, F. W. Richardson, the basal books for the public schools do not seem to be able to be placed into the hands of the children of California much cheaper than with us, to say nothing whatever of the salaries of the officials, the money invested in the printing plant, and the waste of unsatisfactory books which have been made and thrown away."

With such results, when the state printing plant has had unusually efficient management, with no shadow of suspicion of graft or dishonesty, and on books published in large editions, what must not the people of California expect, should the attempt be made to publish high school text books when the editions must necessarily be so much smaller. For example: Composition and Rhetoric, 20,174 copies; Algebra, 14,316 copies; Selections of Poetry, 14,118 copies.

The books just mentioned are those which are used by more students in the California high schools than any other books. The arguments for state publishing becomes even more untenable in the case of such books as, French Grammar, 1,808 copies; United States History, 7,037 copies; Physics, 3,391 copies.

The initial cost for editorial work, printing work, type setting, and plates is heavy, and practically the same, whether few or many books are made. The saving comes, in spreading out this initial expense over a large number of copies printed and bound in large orders.

This is just what the publisher does when he has a book that is widely used in different parts of the country. Dr. Brown cites the fact that a certain publisher recently used 366 tons of paper in printing one order for 400,000 copies of two text books, thereby effecting a saving of $7\frac{3}{10}$ per cent of the total cost over what it would have cost to print these books in different successive orders of 20,000 copies each. Continuing, Dr. Brown says: Moreover, work can be done better and more cheaply in better equipped plants. It is an easy matter for a state to spend \$200,000 on a printing plant to supply books that would cost not more than that amount annually in the open market, but it is very expensive to do so. Economy in production consists in buying the best machinery and using it to the limit. The fact that many of the publishing houses find it more profitable to buy their printing in the open market from well-equipped plants than to maintain their own printing plant for the relatively small amount of business that they do, is the strongest kind of evidence that the state cannot save money by printing its own text books. Only the very large publishers, who have business many times that of any one state, have found it profitable to conduct their own printing plants."

WHY UNIFORMITY IS UNDESIRABLE

State printing carries with it necessarily statewide uniformity. Uniformity means a leveling-up or down—usually down. A squadron of warships proceeding at a uniform rate of speed must necessarily proceed at the rate of the slowest unit of the fleet. But uniformity advocates argue that the state should decide only on the best. What is the best?

Is there a *best* book for all teachers of the same subject when the book must be used by teachers whose equipment, knowledge and skill are widely different; by pupils of varying degrees of maturity, and of great diversity of previous attainment; and in schools which devote varying amounts of time to the study of any particular subject? The city school, with its well-equipped laboratory and a specialist in chemistry, for instance, cannot profitably use a text book adapted to the small country high school with a poor laboratory and a teacher necessarily teaching several different subjects. The school with a strong commercial department should not be compelled to use the texts in bookkeeping which are adapted to the schools offering a limited course in that subject.

The people of California have a just pride in the fact that the secondary schools of the state have been ranked second among the high schools of the nation. In this state the high school has been singularly free to adapt itself to community needs. Local pride is keen. This pride, stimulated by the ambitions of energetic and capable teachers, principals and superintendents, finds expression in a high school system which is the envy of the remainder of the country. It is difficult for one unfamiliar with the statewide uniformity to comprehend the oppressive influence of the system. Whereas, in such states as Kansas, the teacher, with no voice in the selection of the book she is to use, is deprived of the opportunity to examine the latest texts and loses the inspiration to experiment and study the best methods, for the simple reason that even though she should devise something better than is at present used within the schools of the state, she knows that under the law she could not

use a book adapted to her progressive ideas. In California, on the other hand, with teachers studying the latest in text books and keeping abreast of the best methods wherever found, the law permits progressive teachers to secure the adoption of books which enable them to put into practice the best the country affords. Standardize these schools, impose upon them a state control through uniformity of text books or of curriculum, and you crush the expression of this local pride through the teachers and school officers of this state.

All thinking men are agreed that the school should strive to meet community needs. Does not this mean that the rural schools should stress agriculture; the schools of the manufacturing city, textiles, and industrial processes; and the schools in a city like San Francisco, with its great imports and export business, should have a curriculum different from that of a school in a raisin growing community? Surely this calls for a variety of text books in any given subject. The text book is a tool; the teacher has to manipulate the tool, and she should have a voice in its selection and be enabled to choose a tool which fits her hand, if she is to do her most perfect work.

Advance in things educational is not uniform throughout the state. Progress everywhere, proceeds first in one place, then in another, and then, by comparing notes, other places will be brought forward. Under a statewide system of adoption, one of two things is most likely to take place; either the books adopted will be in advance of, or they will be behind the teaching body of the state. In either event poor work must result, for a teacher cannot use a book which she is unable to understand or which employs methods which she is not prepared to

employ, and any advanced or progressive teacher will disdain to use a text book which bears the marks of outworn theory of pedagogy. There could not possibly be gotten together any body of men or women who are competent to select text books for all the high schools of California. How much wiser is the policy adopted by the California State Board of Education of selecting upon the advice of experts employed by them a number of texts on each high school subject, leaving to the individual teacher or school the selection of the text which best meets the needs of a particular community. "The dead-leveling effect of the introduction of a uniform series of high school books is exceedingly detrimental to the best interests of the school children of a state, even granting that any central board has the knowledge and skill to select and adopt the best possible of high school text books. The moment a central board adopts a uniform series, local interest in the schools—as expressed through the ability of the teacher—"will largely be lost, and local authority entirely destroyed."

ORANGE COUNTY HEARD FROM

In my judgment, the school people of the state are almost as a unit opposed to state uniformity. Last year, when senate constitutional amendment number fifteen was under discussion, without any arguments on the merits or demerits of the bill from any school official, and without influence from anyone, the Santa Ana high school faculty unanimously voted against state printed uniform text books, and asked that they might be permitted to sign a petition to the members of the assembly, and state senate, from our district, urging them to vote against the proposed amendment. They did this, and

a petition signed by every teacher in the Santa Ana High School went forward, protesting against the measure.

At a meeting of the high school principals of Orange County the measure was discussed, and again, by unanimous vote, was condemned. I am aware of a disposition on the part of some, when they cannot meet such arguments as these, and when they cannot evade the issue, to say that the person who propounds them is an agent in disguise of the school book publishing house. But surely in a school where every teacher is on the same side of the argument, and in a county where every high school principal is agreed on the question, the blame cannot be laid on any one person.

My best information leads me to believe that the high school people of the

state are practically in accord. These people are impelled, not by selfishness, nor from a desire to injure anyone commercially, but through love of their work, and because they want to secure the best tools, the best books for their pupils. They do not want to be limited to California printing, nor to California authors; they want to have access to the best writers of any state or country, and to the best books, be they printed where they may. They are anxious that the schools be of the highest possible type, and because of their long experience with schools, both with and without state printed uniform text books, they have become convinced that state printed uniform text books would be a mistake and should not be imposed upon the high schools of the State of California.

In the bulletin entitled "Accredited Secondary Schools in the United States," issued by the U. S. Bureau of Education, there are 197 California high schools listed as accredited. In addition to this, there are a number of private secondary schools.



On the moment of going to press, it is announced that the bill, providing for the use of the California State Building at the Panama-Pacific Exposition, by the San Francisco State Normal School, has been passed by both the Senate and the Assembly, and that the bill has been signed by the Governor. An extra session of the legislature was called by Governor Johnson for the purpose of considering the normal school matter, together with other important issues. It is stated that this plan will save to the state many thousands of dollars and relieve a situation that is pressing, will provide for adequate grounds, for the condemning of streets leading to the new site and for the sale of the present buildings.



Some school statistics compiled and compared by Job Wood, Jr., bring out the following interesting facts: Enrollment in the grammar schools of the state has gained 29 per cent since 1910, a total gain of 93,431. Graduates have gained in this time: Boys, 5,377, or 66 per cent; girls, 4,500, or 47 per cent. The average annual salary paid teachers is: Men, \$1,056.65; women, \$746.21, the difference being due to the fact that most of the principalships are filled by men. Enrollment in high schools has gained 95 per cent since 1910. Graduates have gained: Boys, 105 per cent; girls, 97 per cent. The average annual salary paid to high school teachers is: Men, \$1,502.96; women, \$1,157.20.

RESOLUTIONS; HIGH SCHOOL PRINCIPALS CONVENTION

CHARLES E. KEYES, CHAIRMAN

Principal Oakland High School

These resolutions carried appreciation to Commissioner Wood, the city of Fresno, the local committee, the hotels, the press, the reception committee, high school students, and others. A special resolution in commendation of Commissioner Wood reads as follows: "As the time for adjournment of the First Annual Convention of the High School Principals of California approaches, the undersigned Committee on Resolutions desire to express to you their gratification for your uniform courtesy, sympathetic responsiveness, personal assistance and professional helpfulness, as reflected in your opening address, assuring you that we shall look forward with pleasurable anticipation to the time when you may find it convenient to visit our respective schools and give us the benefit of your state-wide experience with our work. We congratulate the State Board of Education upon your appointment. We trust that for many years to come, we may have your helpful advice, and we hope next year to be able to return and report good progress along the practical lines suggested by you at this convention."

Further resolutions asked that the convention be held annually as a state-wide convention, rather than as two or more district conventions; that high school certificates should be temporary during the first two years of a teacher's service; that there be established a system of supervision of the work of such probationers, under control and direction of the State Board and Commissioner of Secondary Schools; that the School of Education of the University of California be supported in its contention for a higher professional degree for teachers; that a practice school for the training of high school teachers at the University of California be established; that recognition be given the Extension Department of the university for its assistance in organizing and carrying on the interscholastic debating activities.

Resolutions called for the retention of high school library funds in the hands of city, county or district high school boards; the recognition of visual education; endorsement of the bill introduced by Senator Smith of Georgia, known as the Page Bill, and relating to federal aid in teaching industrial and household arts; the abolition of fraternities and sororities as being detrimental to the life of the high school.

Be it Resolved, That this convention, appreciating the value of cooperation in school legislation, hereby pledges its support to the California Council of Education—the representative body of the teachers of the state—and to the State Board of Education in the furthering of needful and helpful school legislation.

Whereas, The laws governing the schools of the State of California have been frequently amended and revised during the past few years, making it difficult, if not impossible, to understand or carry out faithfully their provisions; therefore, be it

Resolved, That this convention urges upon the California Council of Education the appointment of a committee to undertake the work of codifying the school law of California, opinions of the Attorney-General and court decisions relative thereto.

Whereas, The state printer is advocating the state printing of uniform text books for high schools, and, whereas, a legislative committee is now investigating this subject and will report thereon at the next session of the legislature; therefore, be it

Resolved, That this convention hereby expresses and records its unqualified opposition to state uniformity and state printing of high school texts.

The resolutions called upon the principals to voice protest to senators, assemblymen and legislative committees.

These resolutions were unanimously adopted.

LOS ANGELES SCHOOL NEWS.

By Forrest Bailey, Manual Arts High School.

The Franklin High School, in Highland Park, will probably open its door at the beginning of the spring term. Mr. Charles B. Moore, formerly Principal of Occidental Academy, and more recently Registrar at the Polytechnic High School, has been appointed principal. Miss Florence E. Blunt leaves the vice principalship of Lincoln High School to take a similar position in the new school. Miss Ethel P. Andrus of the English Department of Manual Arts High School, succeeds Miss Blunt.

It is the expectation, in view of the character of the community which it will serve, that the Franklin High School will become an important "cultural" or college preparatory institution, though provision for the so-called "practical" studies will not be lacking. Highland Park is virtually a city within a city, a residential district that has local interests pretty clearly defined and a corresponding community spirit. It will be a distinct advantage to the citizens of this district to send their boys and girls to an institution which they will feel to be their own, instead of allowing them to attend the more or less specialized high schools in distant parts of the city.

* * *

The new building of the Fourteenth Street Intermediate School was dedicated and formally opened on January 7th. This handsome structure is the first unit of a group which, when completed, will make the Fourteenth Street School, one of the best housed and best equipped institutions of its rank in the United States. It accommodates the classes in Science, Domestic Science, Commerce, and English.

* * *

The difficulties in the way of starting work on the new Los Angeles High School have at last been overcome. Offers of land for purposes of approach, have been accepted by the Board of Education, which has been compelled to refuse to build until access to the school property was assured. Bids on the construction of the new buildings will be received after March 9th, and work will be begun during the spring

WHAT OTHERS ARE SAYING EDITOR- IALLY.

Utilize the Museums.

At its twenty-sixth annual conference, held recently, the Museums Association devoted a session to a discussion on "Museums in Relation to Education." Particular attention was paid to the use museums might render to elementary schools. Mr. Curley Hey, Director of Education for Manchester, described an interesting experiment there in progress, involving the temporary release of selected school teachers to be trained specially by the chief museum curators for the demonstration of museum collections to school children. The present time, in the opinion of many, affords a fitting opportunity for the greater utilization of museums as strictly educational institutions. We know that the visits of parties of teachers to the British Museum, arranged by the L. T. A., are greatly appreciated.—London Teacher.

* * *

Foreign Languages.

There is a notion carefully fostered at the present time by those who wish to diminish the educational opportunities of the nation's children that no one should learn a foreign language (French, for instance) until he is a "thorough English scholar." Is not this a counsel of despair? Is it not a destructive proposition which would kill entirely the movement for acquiring foreign languages? What is a "thorough English scholar?" By what standards may he be judged? To delay beginning foreign languages until the scholar's English is thorough is to wait, most likely, till he has lost the inclination to learn. Besides, what about those who have the gift of acquiring language? Must they conform also? Is not childhood peculiarly the age for learning? Further, does not a knowledge of other languages in many cases enable us better to understand our own? The latest stick to flog Education is a rotten reed indeed.—London Teacher.

months. The school is expected to enroll its classes for February, 1917. Full particulars concerning the plant and the educational features of the new institution will be given in a later issue.

Our Book Shelf

METHODS OF TEACHING IN HIGH SCHOOLS. By Samuel Chester Parker, Dean of the College of Education, University of Chicago, Ginn & Company, pp. 529 price \$1.50.

Three principles of the author's treatment are set forth. One, the adaptation of instruction to social needs; two, basing instruction upon proved and generally accepted psychological data, and three, applying the requirements of scientific business management to the conduct of teaching; and the treatment throughout the book justifies the claim. Chapters on the selection and organization of subject matter, the learning of languages, and the significance of interest as a factor in educational processes are particularly helpful. The book, as a class text, is usable and stimulating. The selected bibliographical notes are well worth the price of the book to any high school teacher.

RICHARD G. BOONE.



A TEXTBOOK ON THE TEACHING OF ARITHMETIC. By Alva Walker Stamper, Head of the Department of Mathematics, State Normal School, Chico, Cal. The American Book Company, pp. 284, price \$1.00.

This book contains information useful to three groups of people; to the teacher who needs method of presenting formal arithmetic, to the teacher of normal school students, who wishes to stimulate his pupils and to those interested in the recent transition in the teaching of arithmetic. For the first group, chapters 3, 4 and 5 contain valuable hints, and well classified methods, fortified by the courses of study in Chapter 11. The teacher of normal school students finds a convenient survey in the history and philosophy of arithmetic and the pedagogical material in Chapters 8 to 11. The reader interested in the transition in teaching the applications of arithmetic, is glad to get away from faulty and confusing methods, scattered profusely through the book as models to be executed. He will be interested in the introduction of modern business subjects and may still sigh for more definite hints from experience concerning their relative value and the obstacles encountered in their presentation.

THIRSMUTHIS BROOKMAN.



THE SCHOOL KITCHEN TEXTBOOK. By Mary J. Lincoln, Author of the Boston Cook Book. Little, Brown & Company, pp. 308, price 60 cents.

A book dedicated to beginners in home-making and aiming to inspire them with enthusiasm for the subject and a desire for further knowledge about it. The book is simple, practical and full of short, pithy statements of the best way to do things and the reason for so doing. While written for the elementary school, it will be useful also in the high school.

The introduction deals with the various activities, included under the term, housekeeping, giving the fundamental principles, connected subjects, such as health, clothing and equipment and suggestions for carrying on the work. The book is divided into two parts, with a series of lessons in each in which the methods of preparing and cooking food are accompanied with useful hints on food values, simple chemical elements, and recipes illustrative of the points made. Questions are given on the work at the end of sections. Appendix A. gives a short series of seasonable meals. Those who believe that once a day is sufficient for the protein of meat will perhaps find the menus too strong in their suggestion of meat two or

three times a day. Appendix B. offers thirty-two lessons in sewing, the work to be done at home and credited at the school. The emphasis in the first fifteen lessons is almost exclusively on stitches, seams and parts and application in articles and garments follow. The wisdom of having so long a time pass without practical work on garments might be questioned and also the lack of connected discussions on the materials, their costs and the economics of home-made and ready-made garments.

The book faces an interesting phase of later education, in connecting the home with the school through credits for home work. Excellent suggestions are made for the conduct of such instruction, whereby the time for household arts in the school may be reduced to one-fourth of the time usually allowed for it.

MARY SCHENCK WOOLMAN.



THE WHEAT INDUSTRY. By N. A. Bengtson and Donee Griffith, Department of Geography and Conservation, The University of Nebraska, The Macmillan Company, pp. 336, price 65 cents.

That the industrial life of the world holds an important place in the educational process is evidenced in many ways. One of the latest evidences of the growing emphasis placed upon the study of the industries is the book above mentioned.

The authors have presented an accurate and a detailed account of the wheat industry as carried on in many countries. The relations of the industry to climate, soil, the use of machinery and transportation facilities are shown. The value of the text is enhanced by many pictures, several maps and suggestive questions. The book is intended for use in the upper grades of the elementary school, but it could be used to advantage in the high school as well.

JAMES F. CHAMBERLAIN.



ELEMENTARY GEOGRAPHY. By Harmon B. Niver, Author of a School History of England, Hinds, Noble and Eldridge, pp. 360.

In accordance with a well established principle, Part I of the above book deals with home geography, which topic is quite satisfactorily handled. Part II is devoted to the earth as a whole. Considering the ability of the pupils who will use the book, the mathematical phase is over-emphasized. The remainder of the book deals with geography of the various continents. The volume contains many good illustrations and most of the text is in large type. The plan of grouping in one picture the characteristic animals of a continent is not to be commended. The maps which follow the text, instead of being scattered through the book, are placed in one group. This will increase their use and reduce the wear on the book. All of the continental maps are drawn on the same scale. A second scale is used for countries and a third for groups of states. The map questions are disappointing because so many of them do not require thought.

JAMES F. CHAMBERLAIN.



LANGUAGE AND COMPOSITION BY GRADES. A HANDBOOK FOR TEACHERS. By J. M. Hammond, Principal, Morse School, Pittsburg, Pa. Beckley-Cardy Company. pp. 308. Price 85 cents.

The necessity for good expression, both oral and written, is understood by teachers of all grades. To have a book in brief form in nine parts, and covering the work of the entire eight grades, is considered by many to be a decided advantage. The material has been tried with success in the classroom. The plan of using illustrative material familiar to the individual and of connecting up the

language with common facts of knowledge, with industrial and commercial phases of experience and the world of things makes a strong appeal. Emphasis is placed upon actual practice of usable material with technical grammar minimized. Teachers will find this book of particular value in suggestion, and in planning their work.



A. H. C.

"HIGHWAYS AND BYWAYS OF CALIFORNIA." By Clifton Johnson, author of *"Highways and Byways of the Pacific Coast,"* etc. The Macmillan Company.

A most delightful volume written by a close observer, and one whose powers of description bring clearly before the reader the wonderful sights and scenes of the Golden State. Old and historic places are visited, and many of the natural wonders of the Pacific Coast are graphically described. Excursions are made across the border into Mexico, to the Grand Canyon, Nevada mining towns, the Columbia River country, and Puget Sound. The illustrations are excellent. A. H. C.



THE BROWN MOUSE. By Herbert Quick, author of *On Board the Good Ship Earth,* etc. The Bobbs-Merrill Company, pp. 310.

This book in the characteristic style of Mr. Quick, and written in story form, is one of the soundest pieces of pedagogy that has for a long time come under our observation. Of particular interest will it prove to superintendents and supervisors in rural schools, to teachers in country districts, and to all parents who, living without the pale of the city, desire to bring to their boys and girls, the very best that the school can offer. Mr. Quick shows in concrete form and through practical illustration, how the school may connect up with actual life conditions. Special emphasis is placed upon agriculture, and the part the school may play in the development of improved agricultural conditions. No teacher or parent reading this book can fail to appreciate how and why the rural school may be made the very center and core of the social, the intellectual, the moral life of the community. Higher professional standards for teachers are advocated with the attendant salary increase.—A. H. C.



STORIES OF THRIFT FOR YOUNG AMERICANS. Coming at this particular time, the Stories of Thrift for Young Americans, will be gladly welcomed by teachers and school people the country over. It is just such a book as should be put into the hands of our young people. It would be possible to write a book on Thrift, entirely uninteresting, and along most circumscribed lines with particular reference to the financial side or the saving of money only. This however, is not in its broadest sense, the "Thrift" idea, and such has evidently not been in the minds of Myron T. Pritchard and Grace A. Turkington, the authors of this delightful book by Charles Scribner's Sons. The Thrift movement is discussed from the standpoint of the savings bank, wise spending, the utilization of spare time, the giving of money, keeping of accounts, conservation of natural resources and of health, saving, as applied not only to individuals, but to peoples and nations, and application is made all along the line so that "he who runs may read." This book of 222 pages should find a place in every school, home and library.—A. H. C.



"THROUGH THE GRAND CANYON FROM WYOMING TO MEXICO." By E. L. Dolb, with a foreword by Owen Wister. The Macmillan Company.

One of the most interesting and thrilling stories imaginable of a trip down the Green and Colorado Rivers and through the canyon made famous by the voyage of Major Powell. To this narrative of adventure is added numerous photographs taken by the author and his brother. Both as history and as fiction and as a description of this wonderful region, the book is a decided contribution to the literature of this portion of our great West.—A. H. C.

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Publications

School Sanitation, a study of the laws and regulations concerning the hygiene and sanitation of school houses, by William A. Cook, High School Visitor, University of Colorado; U. S. Bureau of Education. An excellent treatise in brief form and carrying information that should be known by every teacher. The suggestions as to lighting, ventilating, protection against fire and panic and the like are practicable in the highest degree.



The Extension of Public Education, a study in the wider use of school buildings, by Clarence Arthur Perry, Russell Sage Foundation; U. S. Bureau of Education. So much is said on the extension of public education and the connecting up of the school and the home that this unpretentious pamphlet, with its straightforward presentation and excellent photographs of work actually being done, will be gladly received by students of the subject. Emphasis is placed upon the work of extension in Jersey City, but the pamphlet does not confine itself to any one locality.



A document educational in the highest degree is the Annual Report of the Secretary of the Interior for the year closing June, 1915. While the whole report is illuminating, the attention of school people is called particularly to the chapters dealing with the improvement of rural schools, the taming of the rivers, our national parks as an asset, the development of our mineral resources, and other equally important matters. This report may be had by writing the Government Printing office at Washington.



The Results of Three Years Experience in the Operation of a System of Individual Instruction, at the San Francisco State Normal School is given in Monograph C, entitled In re Everychild, a minor, vs. Lockstep Schooling, a suit in Equity. This report discusses the accelerated rates of pupils' progress, elimination of waste of school time, actual saving in cost of schooling, and adaptability to various schools. The report is issued from the State Printing Office at Sacramento and is compiled by Frederic Burk, president of the school.



Spelling Efficiency in the Oakland Schools. This report by Prof. J. B. Sears of Stanford University, features the Oakland spelling investigation and is published by the Bureau of Information and Statistics of Oakland. Its statistics and tables bring out many facts of value to teachers of elementary and high schools as to spelling efficiency in the various grades and in varying ages of pupils. The relation of spelling efficiency to other lines of school work, the relation of the father's occupation and nationality, and the influence of home language on spelling efficiency, and the time allotment problem come in for full consideration, together with the length of the assignment, methods and devices in use in spelling, etc.



A Syllabus and Bibliography of Child Study, with special reference to applied child psychology, has been prepared by Charles W. Waddle and William T. Root, Jr., of the State Normal School, Los Angeles, and issued at the State Printing Office, Sacramento. This syllabus was prepared primarily for use in the classes of the authors, but will prove of value in normal school and college classes anywhere. In our modern theories in education, we find that many of the books

and articles dealing with child study are erroneous or out of date. The purpose of this syllabus is to bring to the student the very best in the lines of applied child psychology. There are chapters devoted to the historical aspect, physical growth and hygiene, the biological phases, the various activities, and the like. Emphasis is placed upon attention, memory, fatigue, and there is a list of topics in child study. It is planned to develop this bibliography of 100 pages into a more extensive book. Copies may be had at 50 cents each.



The Report of the Survey of the School System of Salt Lake City. The survey staff consisted of Dr. Cubberley of Stanford University, Dr. Terman and Professors Sears and Williams, his associates at the university, and Supt. J. H. Van Sickle of the Schools of Springfield, Mass. The report is comprehended in 344 pages and goes fully into the organization of the school system, the work of administrative and supervisory officers, principals and teachers, the growth of the city and the increase in attendance of the schools. A detailed study of the various subjects in the curriculum, with comments favorable and adverse, upon the make-up of the course and the methods of teaching, a study of retardation and its causes, together with the findings as to the buildings and grounds and constructive suggestions on improvements in sanitary arrangements, health supervision, physical education, and the like. The financial problem is given full consideration, and the need for a larger school tax shown. All in all, this is a masterful report and shows the schools in Salt Lake City to be in a most healthy condition.



The Milton Bradley Company has rendered a distinct service to the primary school by expanding their Kindergarten Review to cover the work of the first grade. The January number of the new magazine under title, The Kindergarten and First Grade, is before us. In its 50 pages, edited by Mae Murry and Mabel E. Osgood, is a wealth of material covering the relation of the kindergarten to the primary school, art and industrial work for little children, school decoration, story telling, songs and games, occupational work, the course of study, etc. The magazine is well printed and is attractive in form and make up. It should be well received.



Volume One of the report of the Commissioner of Education of the United States for 1915, included in 780 pages, has just been issued by the Department of the Interior. The great service Commissioner Claxton is rendering, is only in part measured by the masterful reports issued from his office. As an educational document, the present volume will take high place. The important educational legislation of 1915 is epitomized and the chapters on secondary education and education in the smaller cities, are intensive and scholarly.

Other chapters of particular merit are devoted to higher education, vocational education, agriculture, home economics, commercial education, school surveys, the training of teachers, library work, the place of the museum in education. There are discussions on hygiene, medical education, rural schools, art, social problems, kindergarten, education in foreign countries, and on other important subjects. All in all, this is one of the most helpful reports ever issued from the Commissioner's office.



Luella A. Palmer, Assistant Director of Kindergartens, N. Y. City, has prepared a pamphlet entitled "Adjustment Between Kindergarten and First Grade." This may be had at 5 cents per copy from the Government Printing Office, Washington, D. C. Not only teachers of the kindergarten and the entering years of school, but supervisors and superintendents, will find this bulletin of interest and value.

News Notes and Comment

State and National

THE C. T. A. BAY SECTION, WILL HOLD ITS MEETING the week of April 17th, which is the week preceding Easter. It is hoped that the counties and cities in the Bay region will plan to have vacation on this week, that there may be a large attendance at this convention.

AT THE SECOND PRELIMINARY CONTEST OF THE INTERSCHOLASTIC Debating League of California, held under the direction of the Extension Division of the University, 224 students, representing 51 high schools, took part on one night recently. On February 4, there will be ten district contests.

SUPT. A. P. SHIBLEY OF IMPERIAL COUNTY is a member of the Council of the Southern Section, C. T. A., instead of Miss Nora Preisker of Imperial County, as was announced in the December issue of the Sierra Educational News.

AT THE REGULAR MONTHLY MEETING OF THE SUPERVISORS' ASSOCIATION of Los Angeles County, on December 18, the subject of uniform requirements in music was discussed. So much interest was manifest that there will be a continuation of the discussion at the January meeting.

THE NEW HIGH SCHOOL BUILDING AT SANTA CRUZ, which has taken the place of the old building burned some time ago, was formally opened on December

20. Superintendent Linscott began aggressively to work on a bond issue when the old building was burned, and has worked unceasingly on plans and equipment to the end that the new building is one of the finest in the state, and for the money expended the results are in every way satisfactory. Nearly \$300,000 has been spent in the building and equipment. Among those who spoke at the dedication was Dr. Richard G. Boone of the University of California.

AT BAKERSFIELD KINDEGARTENS HAVE BEEN ESTABLISHED throughout the system, there now being seven such schools. There are also in the city four centers for the teaching of manual training and domestic science. The movement for school gardens is being pushed rapidly.

THE UNIVERSITY OF CALIFORNIA recently conferred degrees upon 186 students. Four candidates received the degree of Doctor of Philosophy.

THE ANNUAL REPORT AND COURSES OF STUDY of the Venice Union Polytechnic High School, together with plans of the buildings, may be found in The Gondolier, issued by the school.

VOL. 3, No. 12, of REMINGTON NOTES, is gotten up in very attractive form and contains much useful information, in regard to the Remington machine, and to accuracy in typewriting.

Bids Wanted for Textbook in Civil Government

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California a textbook in citizenship for use in the seventh and eighth grades of the elementary schools.

Manuscript or a sample book of the above should be submitted to the Secretary of the Board, at his office in Room 706, Forum Building, Sacramento, on or before March 6, 1916.

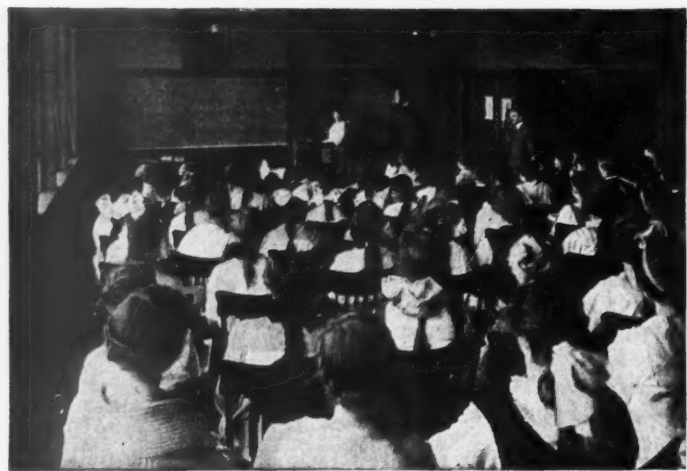
Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bid for textbook in citizenship," may be submitted on or before the hour of 4 o'clock p. m. of March 6, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

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Sacramento, California



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THE ROSTER OF STATE, COUNTY, CITY AND TOWNSHIP OFFICIALS of California, together with a list of the federal officers of the state, has been issued by Secretary of State Jordan. This book of 132 pages gives in compact form information that will prove of much value.

AT THE DECEMBER SESSION OF THE VENTURA COUNTY INSTITUTE, held at Ventura, the speakers from outside the county were: Dr. E. P. Cubberley of Stanford, and Elizabeth E. Keppie of the Los Angeles Normal School. Miss Keppie's work was along the line of reading and rural school problems.

MRS. ADA JORDAN-PRAY, who for some years did most excellent work in the schools along the line of music, while she was connected with the Victor Talking Machine Company, has opened a voice and piano studio at her home in Oroville. Mrs. Pray is available for lecture recitals on the history and appreciation of music. Her many friends wish her abundant success.

THE MAGNIFICENT BUILDING OF THE STATE NORMAL SCHOOL, Fresno, is being pushed to completion. In the meantime, the work is going forward in the temporary buildings in an admirable manner. Vol. 2 of the Educational Digest, which is issued by the members of the faculty of the Fresno Normal, is a welcome visitor to our desk every month.

A TRIBUTE TO THE MEMORY OF DR. JAMES HARMON HOOSE, whose death occurred some months ago at his home in Los Angeles, was recently paid by the Schoolmasters' Club of Southern Cali-

fornia, through their Resolutions Committee, Thomas B. Stowell and Frank A. Bouelle. Dr. Hoose was held in the highest esteem by the members of this organization, of which he was an honored member.

THE SOUVENIR OF THE CHARTER MEMBERS of the New England Palmer Penmanship Teachers' Association is an attractive booklet of 48 pages. This association was organized last March at Burdett College, Boston. The souvenir contains addresses given at the meeting and questions and answers on penmanship. It is worth careful study.

MISS ANNA KEEFE, OF THE OAKLAND SCHOOL DEPARTMENT and a member of California Council of Education, in recent discussions before organizations of Women's Clubs in Oakland and Alameda, spoke upon the work of the Califor-

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nia Council of Education, especially in the line of legislation. Miss Elizabeth Sherman of Oakland and Superintendent Du Four of Alameda also spoke before the Alameda City School Woman's Club.

THE PASADENA HIGH SCHOOL has been awarded the state football championship.

THE LIGHTS GO OUT, is the title of one of the most artistic booklets issued by the Panama-Pacific International Exposition. This is a gem of a story of the last day and night of the Exposition.

AT THE FORTIETH ANNUAL CONVENTION of the New York State Stenographers' Association, held on December 28, at the Hotel Astor, New York City, the Honorable William H. Taft paid a high tribute to the Pitman shorthand and to its value in education. Shorthand, he said, he found of the greatest value in his work on the bench, in the practice of law, and in all phases of public and private life.

IN LOS ANGELES, A NUMBER OF THE WOMEN'S CLUBS particularly, have been offering opposition to the discussion of military training in the high school. Judge Waldo M. York of the Board of Education recently made a strong plea against such training.

"THE GIRL AND THE KINGDOM," a portion of which delightful story was read by Kate Douglas Wiggin at the Los Angeles City Teachers' Club luncheon at San Diego, has been published in attractive form by the club, and used as a gift book for the members. A photograph of the author appears as a frontispiece, and

the booklet, which is issued as a supplement to the bulletin, does great credit to the club. Those who heard the author at San Diego will read with delight this charming story, and those who did not will be glad to know how her work was begun in San Francisco many years ago.


"OUT WEST," which, during the years past, has undergone a number of changes in its appearance and management, is now to be published as more of a general

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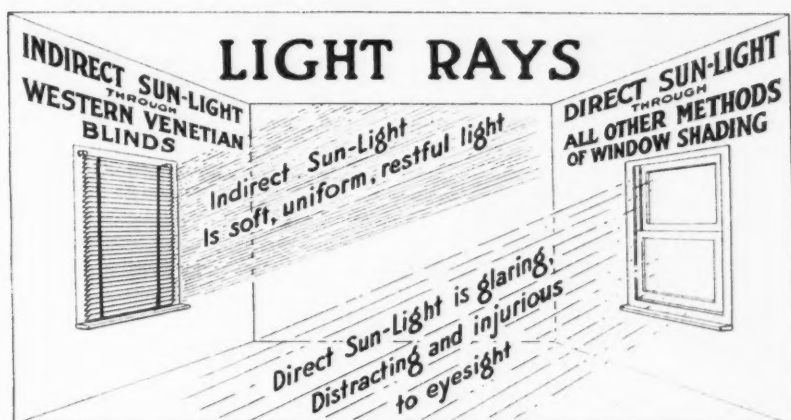
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magazine. It will feature not only the literary side and short stories but the general life and spirit of the Pacific Coast. Its emphasis upon the work of California writers will be appreciated. There certainly is a place for a magazine of general culture here in the West. We wish "Out West" every success.

THE BUREAU OF PUBLIC DISCUSSION of the University Extension Division,

University of California is doing a commendable work. Of the bulletins recently issued, may be mentioned those on the Tariff, Government Ownership of the Telephone and Telegraph, Woman's Suffrage, Philippine Independence, Commission Government for California, Educational Tests for Immigrants, National Progressive Inheritance Tax, and State Regulation of the Public Utilities of Municipalities.



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The Hygiene of the School Child. By Lewis M. Terman. \$1.65 postpaid

The Evolution of the Educational Ideal. By Mabel Irene Emerson. \$1.00 postpaid.

Health Work in the Schools. By Ernest B. Hoag and L. M. Terman. \$1.60 postpaid.

Discipline as a School Problem. By A. C. Perry, Jr. \$1.25 postpaid.

Teaching Literature in the Grammar Grades and High School. By E. M. Bolenius. \$1.25 postpaid.

How to Teach the Fundamental Subjects. By C. N. Kendall and G. A. Mirick. \$1.25 postpaid.

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Accompanying each of the 60 full-page plates of working drawings is a page or more of text relating to the problem and treating of "Purpose," "Material," "Bill of Stock," "Tools," "Directions" and "Assembly." The problems include a wide variety classified under:

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| II Poultry Problems | VI Garden Problems | X Concrete Forms |
| III Seed Corn Problems | VII Stock Problems | XI Other Problems |
| IV Yard Problems | VIII Barnyard Problems | |

The drawings are clear, simple and complete and show a good standard of technique. It is a wonderfully practical book and will be welcomed everywhere by teachers of manual arts and agriculture.

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A CAMPAIGN FOR A MILLION DOLLAR ENDOWMENT for Occidental College, Los Angeles, will be launched in February, the money to be used in new buildings and for a stadium. \$300,000 has already been raised. The movement is commanding attention throughout the entire state and west.

MANUAL ARTS HIGH SCHOOL, LOS ANGELES, is a veritable workshop. The Manual Arts Press publishes an interesting booklet entitled, "The Life of Manual Arts High School." The diagram showing self-government in operation is most interesting. There is included the constitution and by-laws of the student body organization and other interesting matter in text and pictures.

IN SAN FRANCISCO, THE BOARD OF EDUCATION AND SUPERINTENDENTS have declared that students must renounce entirely their fraternity affiliations or leave school. A decision has also been reached that there must be no hazing whatever in the high schools.

HISTORY REPEATS ITSELF. In the old days, when in Los Angeles the manual training and home economics subjects were offered at the Polytechnic High

School only, boys and girls stood for hours before the door that they might be the first to register, as only a small portion of those who sought admission could be cared for. According to report, these same scenes were enacted at the New Technical High School in Oakland, where eighth grade graduates stood all night in line in order to make sure of registration. No better argument for the introduction of modern courses in every high school is needed.

MISS AGNES HOWE OF THE STATE NORMAL SCHOOL, San Jose, has, during the fall and winter months made an extended tour of the County institutes in Nevada, where she was everywhere gladly received. Miss Howe found many San Jose graduates in the various schools.

THE SPRING MEET OF THE CALIFORNIA INTERSCHOLASTIC FEDERATION will be at Los Angeles on April 8. Tennis and swimming will be featured.

MR. ALEXANDER SHERRIFFS, Superintendent of the Schools of San Jose, was recently married to Miss Ruth Irene Turner of Los Angeles. Mr. Sherriffs is a product of both the San Jose Normal School and Stanford University, and

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is well known in the Santa Clara Valley and throughout the state. Mrs. Sherriffs was for some time head of the Balbach Street Kindergarten in San Jose. Her education was secured in Michigan, Georgia, Washington State College and the Los Angeles State Normal School. Mr. and Mrs. Sherriffs have many well wishers throughout the state.

A GOOD DEAL OF INTEREST has made its appearance in San Diego against military drill in the high school. The Board of Education decided not to recognize military drill or to give credit for it. The women of the Navy League are persistent in their demands for such drill and recognition and have discussed the benefits to arise from such training.

United States Government Civil Service Examinations

All teachers both men and women should try the Government examinations to be held throughout the entire country within the coming two months. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, and are life positions.

Those interested should write immediately to Franklin Institute, Dept. F 232, Rochester, N. Y., for large descriptive book, showing the positions obtainable, and giving many sample examination questions, which will be sent free of charge.

The Educational Department of the International Harvester Company of New Jersey, Chicago, Ill., loans charts, slides and reels for express charges and sends out literature to teachers. Organize a club of rural or town schools to use charts and slides in teaching agriculture, domestic science and sanitation. Write today.

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RESEARCH IN MENTAL DEVIATION AMONG CHILDREN, is the title of Bulletin No. 2 by Dr. Lewis M. Terman of Stanford University, issued from the Department of Education.

THE BAY COUNCIL OF GEOGRAPHY TEACHERS is planning, as a feature of the winter's work, an exhibit of representative material, to be used in the teaching of geography, this to include books, apparatus, maps, pictures, and the like. This exhibit will be made a feature of the geography work at the Bay Section meeting in April. Suggestions as to work in this line should be sent to the chairman, Earl G. Linsey, Department of Geography, Mills College, or the Secretary, Miss Lucille Hewett, Alameda High School.

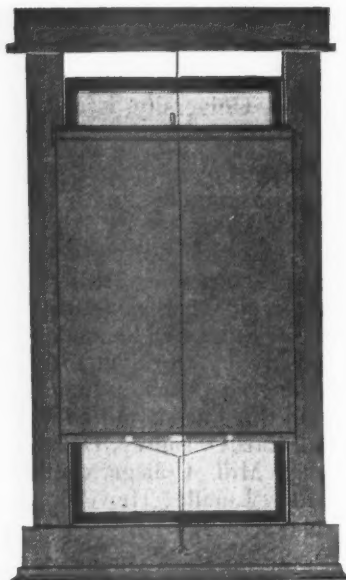
DR. ELLWOOD P. CUBBERLEY OF STANFORD UNIVERSITY left on January 8, for Teachers' College, Columbia University, where, during the second half of the year, beginning February 5, and also during the summer session of 1916, he is to be Visiting Professor. Dr. Cubberley is recognized as one of the great authorities on educational administration.

AT THE EVERGREEN SCHOOL IN SANTA CLARA COUNTY, a modern rural school of four teachers, an orchestra has been organized, under the direction of Mrs. Ruby Grider. Boys and girls from all grades take part and are learning to appreciate the very best things in music. Miss Mary Carmichael is principal of the school.

DURING THE CONVENTION OF HIGH SCHOOL PRINCIPALS at Fresno, Principal Osenbaugh of the San Jose High School, showed some remarkably fine examples of work done by the students in arts and crafts, with the application of design to the various materials.

THE EXECUTIVE AND GENERAL OFFICES OF THE GREGG PUBLISHING COMPANY are now located in a new building at 77 Madison Avenue, corner of Twenty-eighth street, New York City. This is the very heart of the up-town publishing district. The offices occupy two floors, are well lighted and equipped in the most

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modern fashion. Since the opening of the New York office, eight years ago, the business of the company in eastern territory has increased more than 300 per cent. A total of 705 schools throughout the country are using Gregg shorthand. The Gregg Writer Magazine, heretofore published in Chicago, will hereafter be issued from the New York office.

THE MANUAL AND COURSE OF STUDY FOR THE CORONA CITY SCHOOLS, together with photographs of school buildings, has just come to our desk. The report contains much interesting material.

"SUNSET," THE PACIFIC MONTHLY, issues in January, in a new dress. In its new 8½x12 size, three column, and full page color cuts, it is indeed most attractive. "Sunset" is not simply a magazine of exploitation. It is broad in its scope, emphasizing the short story, travel, dramatics and, withal, Pacific Coast life and setting. We welcome "Sunset" and wish it every success.

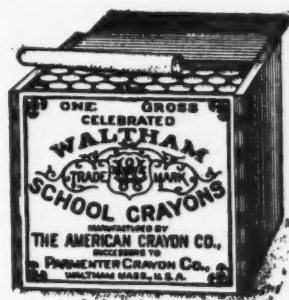
THE BUSINESS FORMERLY CONDUCTED under the name of Alfred Schroers, at 469 Hobart street, Oakland, has been taken over by the Western Scientific Company. The company will continue at the same address, will handle the same lines of high grade laboratory apparatus, and will be conducted under the management of Mr. Schroers.

THE COMMITTEE OF HIGHER DEGREES of the University of California has formulated a program of study leading to the degree of "Graduate in Education." This information is contained in a communication from A. O. Leuschner, Dean of the Graduate School, to the Secretary of the Council of Education. Resolutions were passed recently, by both the Council and the High School Principals' Convention, asking that the University offer an advanced degree. The Senate of the University will consider the matter for final action at an early date.

A SERIES OF LECTURES, ARRANGED BY THE JOINT SCHOOL STUDY COMMITTEE of the Collegiate Alumnae Association and the San Francisco Center of the Califor-

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O. H. BENSON, U. S. Department of Agriculture:

"In my judgment every county superintendent and teacher in the United States that has to deal with city, village, and rural schools should read this book. For the good of the teacher and the taught, I hope this book will be read not only by teachers but by parents as well."

E. DAVENPORT, College of Agriculture, University of Illinois, Champaign, Ill.:

"A good story, well told, carrying a philosophy of life and education upon which our affairs must be ordered. This book will be read and it will make the reader think. A great book and I believe an epoch maker. Every teacher and every parent should read it."

W. A. HENRY, University of Wisconsin:

"*The Brown Mouse* is an epoch-making book in this great movement to put rural education on a sound abiding basis: it adds greatly to the onward impulse which is now attracting wide attention."

CARL VROOMAN, Assistant Secretary, Department of Agriculture, Washington, D. C.:

"A story that ought to be in the hands of every American citizen interested in rural-life problems. It throws a flood of light on the greatest of these problems—that of rural education. It is a simple, charming story of American rural life that grips the attention from start to finish."

ROBERT H. WILSON, State Superintendent of Schools, Oklahoma City, Okla.:

"Every teacher in the state of Oklahoma ought to read *The Brown Mouse*. It comes nearer to presenting a new education, together with the needs of the rural schools, than any book I have ever read. Nothing will do more to help bring about the rural school conditions which we are seeking, than for the teachers to read this volume."

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nia Civic League, and dealing with California school laws and legislation, will be given during January and February in San Francisco, as follows:

January 10, Rise and Growth of Schooling in the United States and in California, Richard G. Boone. January 17, The Legal Organization of California Schools, W. W. Kemp. January 24, History of School Revenues and Expenditures in California, Will C. Wood. January 31, The Legal Status and Growth of California High Schools, J. B. Sears. February 7, Recent and Proposed Legislation in California, Will C. Wood. February 14, Fundamental Factors of an Educational System, Arthur H. Chamberlain. February 21, California's Teachers, Their Certification and Professional Standing, W. W. Kemp. February 28, Subject to be announced, Alexis F. Lange. March 6, Summary of Course, Richard G. Boone.

THE STANDARD OIL BULLETIN FOR DECEMBER has as its cover a most attractive design in several colors and one that any teacher of art will enjoy. The design is adapted from a decoration above the elevator entrances on the main floor of the Standard Oil Building, San Francisco. The bulletin contains an article on a voyage from Seattle to Dawson, with detailed account of the Standard Oil's first business inside the circle. The pictures are excellent.

EXAMINATIONS FOR MEN AND WOMEN TEACHERS IN THE INDUSTRIAL LINES for the Philippine service will be held March 15 and 16. Those desiring may apply to the Secretary of the Board of Examiners, United States Civil Service Commission at Los Angeles, San Francisco, Sacramento, and various other California cities.

MR. GEORGE JENSEN, SUPERVISOR OF MANUAL TRAINING IN STOCKTON, and director of the Prevocational School, has issued through the school, a most attractive calender. This is in tones of brown, one page for each month, and bearing pasted photographs of school scenes, of the various buildings, of the print shop at the Prevocational School, the commercial department, etc. Copies of this may be had at a nominal figure. It is a credit to the school.

Say you saw it in the Sierra Educational News

National Superintendents' Meeting, Detroit, Mich., Feb. 21-25.

SCHOOL ADMINISTRATION IN THE SMALLER CITIES, is the title of Bulletin No. 44, issued by the U. S. Bureau of Education. This is a very complete study of the principles of supervision and administration and the data and conclusions are thoroughly sound.

AT SPOKANE 4,000 PUPILS IN THE GRADE SCHOOLS were members last year of the Home Garden Club, while at least 8,000 more participated in some way in it. The Y. M. C. A., Chamber of Commerce, Ad Club, Parent-Teachers' Association, Women's Club and other organizations are interested.

WRITES JOHN D. SHOOP, RECENTLY ELECTED UNANIMOUSLY to the superintendency of the Chicago Schools, "the confidence and sympathy of our citizenship at large, especially the rank and file of educators, will be a source of encour-

agement and inspiration to me in the larger work upon which I am now entering." Mr. Shoop plans to go forward in much the same lines as laid out by Mrs. Young. His long contact with the schools at Chicago, and his thorough knowledge of the situation, should enable him to handle a most troublesome problem in a tactful and statesmanlike way.

AT THE MONTANA STATE TEACHERS' ASSOCIATION, held recently at Great Falls, Prof. Chas. E. Rugh of the University of California, was one of the principal speakers. The work of Prof. Rugh is spoken of very highly by the Montana people.

THE RUMFORD CHEMICAL WORKS, PROVIDENCE, R. I., are manufacturers of Horsford's acid phosphate, which is spoken of very highly by many physicians. One physician writes: "In cases where mental effort has been protracted until a sense of weariness renders its con-

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tinuance difficult, a dose of Horsford's acid phosphate, from its stimulant effect, relieves fatigue. It is very agreeable to the taste."

IT IS ANNOUNCED THAT AT HAMBURG, NEW YORK, where real agricultural work has been placed within the reach of boys and girls, that seven out of every ten boys entering high school, take up farming as a living. Since the course started, not one pupil studying agriculture has lost even a half day, for reasons other than illness.

IN THE DEATH OF MISS CATHERIN GOGGIN, for many years secretary of the Chicago Teachers' Federation, Chicago loses one of her best teachers. Miss Goggin gave freely of her time and energy in the interest of her associates and she will be missed by a very large circle of friends.

THE ESTABLISHMENT OF A NATIONAL RURAL TEACHERS' READING CIRCLE is being carried forward by the Bureau of Education in Washington. The work will be without cost to members, aside from procuring the necessary books. For information as to the course, teachers should write to the Commissioner of Education, Department of the Interior, Washington, D. C.

THE WESTERN OREGON TEACHERS' ASSOCIATION had a most successful meeting at Medford recently. Deputy State Superintendent E. F. Carleton was elected president for the coming year. Mr. Carleton writes: "This is to be a most important year for our association, as we adopted a new constitution, modeled somewhat after the California plan. The choice of the secretary was left to the Executive Committee, with the idea that if the necessary arrangements could be made, we would follow your plan also in that particular."

MRS. ELLA FLAGG YOUNG, FOR MANY YEARS SUPERINTENDENT of the Chicago City Schools, formerly District Superintendent, Professor at the University of Chicago, head of the Chicago Normal School, and President of the N. E. A., comes to Southern California on her re-

tirement from the superintendency at Chicago. Mrs. Young has shown herself to be not only a great teacher, but an administrator of extraordinary ability. She stands among the foremost women of the world. Her many friends will wish for her eminent satisfaction in her new home.

A REPORT ON INDUSTRIAL EDUCATION, including new legislation in Pennsylvania and Wisconsin, and which has been reprinted for distribution by the Bureau of Education at Washington, may be had by writing the Bureau.

IN THE ANNUAL REPORT OF PRESIDENT BUTLER of Columbia University, statement is made of the good results following Columbia's withdrawal, in 1905, from intercollegiate football. President Butler thinks that now the university is again to participate in football, better results will follow. Mention is made of the success of student self-government in the university, this being attributed to a sin-

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gle rule of order, namely: "That every student is assumed to be a gentleman and is expected to conduct himself as such. This great company of students at work in the heart of the great metropolis are as free from necessity of formal discipline as could possibly be imagined."

THE FIRST TRAVELING EXHIBITION ON PRISONS, JAILS and related subjects opened January 10 in the exhibit halls of the Russell Sage Foundation, New York City. The exhibit will feature prison reform matters and the application of educational principles to prison work.

TWO BULLETINS FROM THE DEPARTMENT OF EDUCATION, Montgomery, Alabama, are of unusual interest—Clean-up and School Improvement Day and Good Roads Arbor Day. The material contained in these bulletins is up-to-date in every respect.

A PAMPHLET ENTITLED "DO WE WANT RIFLE PRACTICE IN THE PUBLIC SCHOOLS," the answers being in the negative, contains statements by President Butler of Columbia, Jane Addams, United States Commissioner Claxton, Dr. Jordan, Andrew Carnegie and other eminent men and women. This may be had by writing the Peace Association of Friends, 20 South Twelfth street, Philadelphia.

THE INSTITUTE FOR PUBLIC SERVICE, directed by William H. Allen, New York City, sends out timely bulletins on current educational development. "Five Reasons for Poor College Teaching," as given in

a recent issue of this bulletin, are: "Lack of interest in education by instructors, high specialization and absorption in specialties, carelessness of teachers in matters pertaining to students' speech, conduct, etc., a bad tradition preventing the inspection and supervision of the work of young teachers by their elders, and the idea that the master of a subject is necessarily a good teacher of that subject. As correctives, President Butler of Columbia says that class work by younger men should be observed by elders, and conversely, every lesson should be planned, mere lecturing should not be tolerated, dealing with one student at a time should be avoided, preliminary and introductory explanation should be made and the psychological and not the logical order in presentation should be followed.

IN BAKERSFIELD, THE LIBRARY HAS SEEN GREAT DEVELOPMENT. Throughout Kern County, diplomas are awarded by the county superintendent to pupils who during the year have read six good books. This plan is doing much to encourage pupils to read.

Mr. C. C. O'Laughlin, Manager Educational department Braun, Knecht, Heilmann Company and Mr. J. A. Hartley, Manager Educational Department, The Braun Corporation, Los Angeles, will leave California February 3rd, for a business trip of a month in the East, in the course of which they will spend a week attending the annual sales convention of the Kewaunee Manufacturing Company.

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The past twelve months have been more crowded with achievement than any others in our history. Gregg Shorthand has been introduced into great universities, adopted by large and influential cities, and awarded the highest distinction by a world-famous exposition.

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Why is every Gregg year a better year than the last?

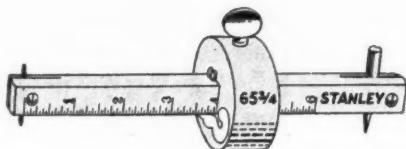
Because enthusiasm for Gregg is cumulative and contagious. Every school that adopts it immediately becomes an ardent advocate of its merits. To convert one school is to convert a dozen.

If you are not already teaching Gregg Shorthand, let us send you more detailed information about it. Your name and address on a postcard will bring you some interesting literature.

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Head oval in form and a brass plate is set in the face to prevent wear.

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The Bar is $8\frac{1}{4}$ inches long and is graduated in 16ths of inches for 6 inches from the point.

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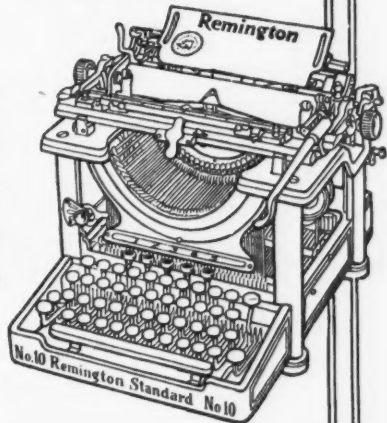
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James Whitcomb Riley

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We will provide any teacher, on request, east of the Mississippi river, with 125 artistic souvenir Riley Pins; or west of the Mississippi, 135 pins. These pins at only ten cents each are easily and quickly sold by the pupils among themselves, parents and friends, who are glad to assist the pupils and also get a souvenir from Riley's birthplace. The pupils selling the most pins receive a handsome book containing the "Old Swimmin' Hole" poem and many others. Send the proceeds from the pins to the Capital State Bank, Greenfield, Indiana, who will place one dollar of the proceeds to the credit of your school towards the great Riley statue to be erected in the poet's home town by American school children.

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Please send me the Riley Pins to be sold by my pupils at 10c each, for which we will receive the painting, bust and book identically as described, express prepaid.



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